NOTES

ON THE

HISTORY AND CONDITION OF PRIMARY EDUCATION.

NOTE ON THE HISTORY AND CONDUCT OF THE NEW PRIMARY PATHSALAS.

Sir Richard Temple has asked for a brief statement of the nature of the tests adopted to ascertain the qualifications and efficiency of the gurus who are receiving subsidies under Sir George Campbell's new scheme of primary education. It is impossible, from the nature of the case, to answer this question very shortly or very definitely. Speaking broadly, I might, no doubt, say that no test of fitness having been prescribed by Government in the selection of gurus for the new subsidies, no such test has been or is applied; but such a statement, though approximately true, would fail to convey the information which the Lieutenant Governor is in search of; and I shall therefore note in detail some facts that have been brought under my notice illustrative of the present state of things and the causes which have led to it. From Mr. C. B. Clarke and Babu Bhudev Mukharji in particular (my two most experienced Inspectors), I have received a good deal of suggestive information, and in what follows I shall make use of notes with which they have furnished me, as well as of facts which happen to have fallen under my own more immediate observation.

The great difficulty in replying categorically to the question referred to my notice from the fact that Sir George Campbell's scheme was avowedly launched without any definite organization. No rules were fixed for the qualifications of teachers, no arrangements were made for the inspection of the schools, no orders regulated the conditions under which the subsidies were to be assigned, and no provision was made for the payment of the gurus. All details were left absolutely in the hands of the Magistrates, who were told that they were to use their own discretion in starting the scheme, with the sole proviso that they were to show their full complement of schools at the end of the year and spend the money assigned to them.

The utmost diversity of practice has been the result. Every Magistrate has taken his own line, and there is no uniformity as regards the above arrangement

as the pathsalas in adjoining districts, or even in the different sub-divisions of the same district.

Thus Mr. Cimine notes that when the scheme was first started he found the Collector of Noakhali giving primary grants merely on petitions received from the villages, and grants were given to villages of which the name only was known to the Magistrate or the Deputy Inspector. Mr. Clarke visited some of the pathsalas so aided, and found miserably low and unusually advanced pathsalas side by side with one another in adjoining villages.

In Sylhet a Government grant was almost forced upon every man in many parts of the district who could read and write a little, and pound-keepers were commonly induced to get together a few children to form a pathsala if they knew the merest elements of writing and arithmetic. In other parts of East Bengal grants were given to every zemindar's kutchery on condition that the amla should teach boys to write there in the morning.

In the 24-Pergunnahs Mr. Clarke writes "neither the Magistrate nor the Deputy Inspector can have visited ten per cent. of the new primary schools. The general system in most districts is this: The Magistrate orders the *Sub-Inspector* to go out in his sub-division or in such a thana and establish so many (6, 10, or 50) primary pathsalas, which means to distribute so many grants of Rs. 3 or 4 or whatever other sum the Magistrate orders. The Sub-Inspector goes round and assigns these grants to the gurus who apply for them and show most boys. The Sub-Inspector then thereafter "bills" for the amount granted. There is practically no supervision on the Sub-Inspector either as to his selection of the gurus, as to the reality of the schools, or as to the monthly payments reaching the guru's hands, except what the sub-divisional officer can exert. Many of these Sub-Inspectors are on very low pay, and hints against their trustworthiness have reached me; but on the whole I do not believe there is any robbery *as a considerable fact* going on. I believe the primary schools do exist as shown in our returns."

Of the Chota Nagpur Division Mr. Clarke remarks: "In the primary schools of Lohardugga the Hindi gurus could write a little Kaithi with most abominable spelling, but they could many of them hardly read our printed Nagri at all. The Cole gurus in Singbhum are the boys of the

Chaibassa model school, of which the first two classes were entirely dispersed to found primary schools, and they can read much better. But in these Hindi districts they appear to be hardly able to do any arithmetic of any kind."

Mr. Clarke has just returned from a tour of inspection in Jessore, having visited the sadr station and six subdivisions. He has furnished me with a memorandum describing the state of things he found there with reference to the present inquiry, and it is so interesting and suggestive that I quote it here entire.

"I am not satisfied with the position of the Ekpathalas (i.e. the Campbellian primary schools) in several respects. The money was in general put out, Rs. 2-8 to each guru (or rather to each village), so many grants of Rs. 2-8 being allotted to each sub-divisional Sub-Inspector to distribute, and these were given to gurus already teaching in most cases.

Thus in Bagichat 25 grants of Rs. 2-8 were placed at the discretion of the Sub-Inspector; to give them to the best 25 existing guru schools he could find. It is the opinion of the Magistrate of Jessore, and of all the sub-divisional officers whom I have seen, European and Bengali, of the Deputy Inspector of Schools, and of all the Sub-Inspectors, that when grants are thus given, the villagers reduce their previous support of the guru by Rs. 2-8 at least. The Magistrate remarked that though the gurus did not exhibit much keenness for these grants, the villagers exhibited the utmost eagerness. Many of these gurus who receive Rs. 2-8 have come complaining that they are asked taxes by them.

Nora, Sir George Campbell intended these gurus to be brought in to the second and third grade normal schools and improved. They were not to be brought in too violently, but after they had tested their Rs. 2-8 for a few months they were to be persuaded to go into the district normal school in Calcutta. In Jessore not the smallest attempt has been made to carry this out; the Deputy Inspector and the sub-divisional officers say that this old class of gurus will not go to school, and that if they did they are not a type of men who could be improved. The Jessore normal school, in the teeth of Sir George Campbell's orders, still teaches the old guru-training course it always did, and qualifies pandits for the Ekpathalas (the old Bindoo or improved village schools). In 24-Pergunnahs, the sub-divisional officer at Basirhat said he had been directed to send up 6 boys of Ekpathala gurus to read in the Barasat third grade normal school, and that he had sent up five boys in succession and that none of them had stayed a week at Barasat, and that, in short, the thing could not be worked. The Deputy Inspector of Jessore acutely remarked that if the thing did work, and we did get improved gurus out of the old guru class, such improved gurus, with their enlarged knowledge and ideas, would no longer be satisfied with their Rs. 2-8 a month; we should have to

give them, in all, so that the things would be even all their days cut by their.

In some sub-divisions, as at Sadhna, a certain number of new pathsalas were established in the outlying part of the sub-division under Sub-Inspector gurus, but these are a most miserable class of schools.

In a case like Jessore, the Rs 2-8 grants of Rs 2-8 actually are producing absolutely no effect at all. The schools are no more, or not better than before, the gurus were are no better off than the village before, though this cannot be demonstrated, and consequently there is no more any encouragement to gurus to open more schools in consequence of Government support.

It is said that as the grants of Rs 2-8 are given virtually to the village, the gurus who receive them do not wander about from village to village as they used to do, or, the schools are spoken of as more permanent.

Grave doubts have been expressed to me by several sub-divisional officers whether the whole or even any part in some cases of the Rs. 2-8 actually reaches the gurus. Our method of payment is that the Sub-Inspector draws all the primary grant for his sub-division and distributes to the gurus on his tours or at selected centres where the gurus are to attend from; but there is no check on the Sub-Inspectors whatever, and we have lately been introducing Sub-Inspectors on very low pay, Rs. 50, and in some cases less. Mr. Tills, the missionary in Jessore, was very urgent that more supervision of our D and E pathsalas is essential, daily to keep them at work and to prevent every kind of fraud.

Our great difficulty in dealing with the E pathsalas at head-quarters is that under Sir George Campbell's scheme there is no uniformity regarding their state or management; their condition and usefulness are totally different in Lohardugga or Cuttack from what is seen in Jessore, and there are great differences even in adjoining sub-divisions. It seems to me very difficult to issue any general orders regarding them. The school who deals with them requires time to deal with them in detail, and the district Magistrate can only look to as many schools containing so many boys. As to the real condition of each class of schools, they have not time to go into the subject. During the last financial year the district committee of Jessore met twice, and the Deputy Inspector of course tells me privately that there is a vehemence really of the Government. Clerk, D and E pathsalas where; every thing goes on by the post. The impact that a district committee could really do at two meetings like this seems to be to apportion the grant-in-aid allotment. Nothing can work worse than the plan of placing the Government schools under these district committees. The Aligarh district committee has to administer Hindoo and Persian aids, schools; they know individuals, less about them than does the Inspector; they are overwhelmed; their time is spent mainly in passing the orders suggested by the Deputy

Inspector of Schools; and the other school-teachers (not naturally so deeply rooted in departmental ruts) have two journals to study every week. The Magazines will do anything the Inspector advises them to do provided it does not take up too much of their time.

The schools gain greatly by the supervision of the subdivisional officers. These officers know their areas, and they have been in touch with them in many cases on their first visit, soon after appointment. But we had, in fact, the inspection of all the subdivisional officers whose appointment was worth anything, years before Sir George Campbell's orders were issued.

The D pathsalas are very valuable schools, because they give a sound, though an elementary education, and they need to with our general system of middle schools, reaching up to the standard of the third or second or first class of a vernacular scholarship school. In Jessore the Deputy Inspector says these schools are so popular that he believes he could start 300 new schools of the class at once if the money could be found, and this would be far simpler than attempting to force the old gurus up to this standard. We might in Jessore abolish the primary grants next 1st April without any breach of faith, and spend an equal sum on half the number of new D pathsalas. This would considerably reconcile our cost in inspection. The one objection that I know to the plan is that the D pathsala boys are on the every. is a higher social position than the boys of the E pathsalas. Neither the D nor the E pathsala is a school attract many boys who are actual fishermen or cultivators; but if we replace, even in Jessore, our E pathsalas by D's, we shall practically spend our money not only on a higher education, but on the whole on a higher class in society.

The circle schools require looking into by some officer who has time to go into the minutes in each circle, the number and position of the pathsalas, and the number and position of other pathsalas near them, and who has authority to recommend their transfer or alterations in their sources of teaching. During the last two years things have run on as at Dacca; the Magistrates have been desired to have as few educational papers brought them for signature as possible. When a district committee does most, it is rarely impracticable that they can find time to go into the details of the administration of every little school.

I ought to add that Mr. Ellis (who has been many years working schools in this country) says that we want more inspection, and that then, with a more numerous and better-paid staff, the department ought to attempt some way of raising the circle D and E pandits in proportion to the results of their work, and not as we now do from telephones to undertake more work a fixed sum all round."

In Orissa the primary school grant has been almost exclusively distributed amongst pre-existing pathsalas and maktabs, and scarcely an attempt has been made to improve them. In a recent report the Balasore committee writes: "On the whole subject of the new system of mass

examiners, the committee are of opinion that the first result of its introduction was simply and wholly a change in the payments of the *shoolees*. New pathsalas had not been created, but old ones had been subsidised. The masters, pupils, and methods of teaching, all remain the same, without improvement either as to quality or quantity. The only difference was that the peasants withhold the pice and grain which they formerly gave the *shoolees* as schooling fees, and they took their salary instead and made no complaints. The people say they do not see why they should pay a man who receives a salary from Government for that purpose."

The Cuttack committee make the same representation:—"In practice, the amount of our grant cannot be said to be so much adding to the *shoolee's* former gains, for, in the greater proportion of cases, as soon as a teacher touches anything from Government, his employers lower their remuneration." The Joint-Inspector, Mr. Agar, seems to think that this result is in accordance with Sir George Campbell's views in issuing the system. "It was for the benefit of the *ryots*," he writes; "and if the people have withheld a portion of their former aid, I am not sure that they have not rightly interpreted the wishes of Government." There is certainly nothing on record to lead to this inference. Mr. Agar, in commenting upon the opinions of the Balasore and Cuttack committees, takes a more hopeful view of the improving effect of the Government outlay; but in my recent visit to Cuttack he complained to me that things were generally going on precisely as of old in the pathsalas of the old *shoolees*, and that the Magistrate had expressly told him not to attempt to interfere with them, or "he would improve them off the face of the earth!"

I saw some of these schools, and my own impressions were certainly not very favorable. The *shoolee's* chief pride seemed to be in putting the children through a recitation in chorus of a number of Sanskrit *slokas*, accompanied by a rhythmical swaying of the body to and fro. This is evidently considered a most important and praiseworthy performance, though I am assured that, as a rule, neither teacher nor pupils understand the meaning of a single word they utter. The best thing they do is their writing, engraving with a sharp pointed iron style on palm-

leaves, which is generally good, but the spelling is quite *sui generis*. They learn, besides, a little bazaar arithmetic; but it is poor—much inferior to the arithmetic in most Bengal pathsalas. A market which I came across at Khurda, in the Puri district, continued, when I visited it, 13 boys of ages varying from five or 6 to about 13. The first class consisted of one pupil, a bright, intelligent-looking boy, who was reading Gulistan, and could to a certain extent explain the meaning of what he read in Uriya. The other 12 boys were all in various stages of learning to read Persian, but without being taught the meaning of a single sentence, and yet several of them had been between three and four years in the school. They were taught nothing else, and knew nothing. As an experiment, I asked the boy in the first class how many mangos he could get for Rs. 1-8 if three mangos cost one anna. He tried it in vain in his head, and then made two ineffectual attempts on a palm-leaf. He knew no arithmetic, and the Munshi complained that it was no use to question him in it, as the business of the school was only to teach Persian. This man was receiving Rs. 5 a month, the highest pathsala grant, for continuing to do precisely what he had been doing for years past without Government money, and for doing it very badly.

My visit to Orissa was a hurried one, and I could not inspect many pathsalas; but all that I saw, and nearly all that I heard, was certainly strongly corroborative of the opinion of the Balasore committee. The hopeful feature there as elsewhere is to be found in the normal schools, which contain some very promising classes of young men who are in training to become gurus. The authorities had discovered, as we long ago found out in Bengal, that it was useless to attempt to bring in the old *shadhus* for training. These men, as a rule, are quite unimprovable, and must be left almost entirely to their own devices.

Writing of the Rajshahye circle, Babu Bhudar Mukhurji says, the gurus in charge of the new primary schools may be divided into five different classes.

(1.) Men who have gone through the complete course of instruction in the old guru-training schools.

(2.) Men who have attended those schools or other superior vernacular schools for short periods, but without completing the course.

(3.) Old gurumahsays of unimproved indigenous pathsalas, who have never had any training in schools.

(4.) New gurumahsays without any training, who have been induced to start pathsalas in hopes of Government support.

(5.) Maulvies or maulahs, who teach the children to recite parts of the Koran and, in rare cases Persian and perhaps even Urdu (books).

In the case of the 1st and 2nd classes, there is some guarantee, as he remarks, that the masters are capable not only of teaching in primary schools, but also of improving them, if properly and perseveringly treated to do so. Of the other classes he writes—

"The gurus of the 3rd class can also teach what they have been teaching the best part their lives, namely (1) writing, (2) become accurate, and (3) a little numeration in the rudimentary country system. With respect to this class of gurus, I should say that when the first pathsala scheme was tried in 1862-63, their improvement was deemed quite hopless, and I have not seen any reason now to change my opinion of this class. The 4th and 5th classes of gurus, which have been now called into being, have added very largely to the vast body of unimprovable school-masters." As regards the selection of teachers to be recipients of the Government subsidy, he goes on to say:—"When the Municipalities first began to subsidize the old indigenous schools and set up the new primaries, they carried on their operations with the quickness desired, and had necessarily but little leisure to test the qualifications of the teachers brought on their books. In one district the idea was that the more inferior the teacher, the more fit he was to take charge of a mass school. In another district the Magistrate, after he had completed his allotted number of primary schools, set about improving training-classes at certain central aided schools in the district, which class of the gurus were made to attend for a time. Thus while under the old scheme we provided for teachers and also for inspection before we started our schools, we have quite reversed the process under the present arrangements, and having started our schools at once, we have now to provide competent teachers and a suitable inspecting agency."

As regards the inspection of the schools, "there is at present no system or organization in the inspections which are carried

on. . . . In the course of the last district year not only was the inspection of the primary schools insufficient and inefficient, but even the superior aided schools were suffering from neglect . . . . Under the present arrangements the entire subordinate inspecting agency is under the orders of the Magistrate, who has immediate and entire control over the primary schools only. The Deputy Inspector, who is the Magistrate's subordinate and the district committee's servant, and who has also the passing of the aid bills in his hands, has in most cases to remain at his desk, and is confined at the district head-quarters. The Sub-Inspectors, who are men on low pay, and whose position has become otherwise lowered, carry no weight in the aided schools if they visit them, and are incapable, from the very number of the primary schools under their charge, either to examine these schools as often and as well as they require to be examined, or even to pay the gurus their stipends with anything like regularity. Complaints are frequent that the gurus remain in arrear for six months and more. Under the old pathsala scheme the rule was—'gurus are to be paid monthly at their pathsalas and after the examinations.' There is no rule now. The stipends are not unfrequently sent to the gurus by the police. There is no guarantee that a large number of the pathsalas shown in our returns are in regular working order all the twelve months round. They shift about from place to place, and remain closed for weeks together, as suits the convenience of the irresponsible teachers."

There is still a good deal of inspection, but it is of a desultory kind; and the results, the Babu thinks, are not satisfactory. "Remarks are left in the visitors' books, where such books exist; but there is nobody to see that the inspector's or the Magistrate's instructions are attended to. Again, those instructions sometimes differ, and as both are educational authorities now, the managers find some difficulty in having to decide between them."

Annexed to this paper will be found a tabular statement showing for each district, the number of new pathsalas on our books, and the number of their pupils for the two years ending the 31st March 1873 and 31st March 1874. There can be no doubt of the great success of the new scheme if judged only by the geometry of schools and scholars it has added to our educational lists. The

Magistrates, as a rule, carried out the orders of Government with a strong hand, and they, no doubt, have produced a satisfactory result which the Education Department would not have attained to with equally rapid strides, but judged by *results*, the result certainly leaves much to be desired, and possibly also something to be regretted.

The whole scheme requires to be systematised and brought under efficient control. The Magistrates have no time, even when they have inclination, to look into the details of educational administration,* and the subordinate inspecting agency requires the instructions and supervision of skilled educational authorities. A scheme for the organisation of the inspecting staff is already before Government, and it is at present the most pressing question not only for the new pathsala, but for the working of the department generally.

"There is very little 'organization,'" writes Mr. Clarke, "in our inspection arrangements, which are now without method. In some districts we have pundits and mirs on Rs. 20 employed, in other districts we have 320 and 204 schools under single Sub-inspectors. The great reform wanted is the organisation of our inspecting staff on *some* system. I do not much care what, but the evils of utter disorganization have been brought out somewhat prematurely lately?"

He adds—"If His Honor the Lieutenant-Governor really wishes the standard in the new pathsalas gradually raised, his safe course is to put them under the department again, when their standard will surely be raised.....I have always had the opinion that the Government schools of all classes, with the girls', Bengali, and primary schools, are best managed by the Education Department purely. The district and sub-divisional committees are very useful in some cases in looking after the aided schools.....I am very unwilling to stop any of these primary schools. I think they may be improved and brought up to our old 5-rupee pathsala standard (a very useful and excellent one) without any great expense, in a very few years, if the Education Department is entrusted with the work. I believe the stopping of our surveying in aided schools, *which ought to be done on other grounds*, will provide more than enough money for this improvement".....If we are given one properly qualified Sub-inspector to every 50 schools, and enough

* I may note as an illustration a fact that occurred at a meeting of a district committee, which I here in the capacity of a commissioner was present. "Do you know," he said with quite a concerned face, "we had to extend the question of inspecting those poor pathsalas, the Magistrate said. We cannot go into all that; I want to enjoy school-life in some way!"

money to raise the pay of the extra one to Rs. 5 (I think the survey grant will do all we want for the present). I do not see why we might not in a few years push up the primary schools so as to amalgamate them with the 3-rupee pathshalas instead of (as has been actually ordered, as I understand, by Sir George Campbell) reducing the 3-rupee pathshalas and circle schools to the level of the new primary schools."

Babu Bhudeb's suggestions are mostly to the same effect. He sums them up as follows:—

(1.) "To place the primary schools under the Education Department.

(2.) "To raise the standard of instruction in the normal schools.

(3.) "To replace gradually the present untrained gurus of the 3rd and 4th classes by trained and more improvable men.

(4.) "To do away with the Sub-Inspectors on Rs. 20, 30, and 40, and appoint only such men as may be competent to inspect the superior aided schools, as well as the primaries.

(5.) "To increase the number of inspecting officers."

As regards the last two suggestions, he adds:—

"The survey grant has not proved to be of much practical benefit. That grant may be made to go a great way in improving and enlarging our inspecting agency. I think that in most cases it will be possible to enforce the old rules of inspection and payment if we have one Sub-Inspector to every 50 schools. The old rules of inspection were best effective of the prime object of inspection—the improvement of the schools inspected."

I agree with the Inspectors that the greater part of the survey grant can well be spared, and may be appropriated with advantage to the strengthening of our inspecting agency, but it will certainly fall short of our requirements. I would further divert to the same object much of the money now spent upon the civil service classes, which are believed to be of very doubtful educational value; and then, if funds are still wanting, I am afraid it will be necessary to reduce the number of pathshalas with the view of improving the quality of those we retain. With a proper inspecting staff, it would by degrees become possible, as it certainly would be very desirable, to extend the system of

payment in the shape of capitation grants for children who reach certain fixed standards of examination. And in this and other ways, especially through the agency of the normal schools, we might reasonably hope, before many years have elapsed, to make the new scheme of primary schools a really valuable system of national education for the vast masses of the rural population in Bengal.

W. S. ATKINSON.

7th July 1874.

Statement showing the number of our Primary Schools and the Pupils attending them in each District, as returned on 31st March 1871.

District.		Table 10 (Old).		Table 10 (New).		Population in Schools.	Remarks.
		Estimated number of the population.	Pupils.	Estimated number of the population.	Pupils.		
Western Division.							
Ratnagiri District.	1. Ratnagiri	Population included in the Table.	—	1,111	19,000	1,112,111	
	2. Sawantwadi		—	519	1,000	519,000	
	3. Kudal		—	1,000	1,000	1,000,000	
	4. Malwan		—	1,477	20,000	1,477,000	
	5. Rajapur and Vengurla		—	833	8,000	1,666,666	
Total		500	10,000	1,000	11,000	1,000,000	
Central Division.							
Poona District.	6. Sirur	170	12,000	200	16,000	2,000,000	
	7. Mawal	175	4,000	700	7,000	1,000,000	
	8. Junnar	157	8,000	157	8,000	1,000,000	
Total		702	24,000	1,057	31,000	2,000,000	
Satara District.	9. Karad-Kolhapur	Population included in the Table.	—	100	2,000	1,000,000	
	10. Koregaon		—	500	2,000	1,000,000	
	11. Mahuli		—	14	2,000	142,000	
	12. Dharwar		—	500	4,000	1,000,000	
	13. Koregaon		—	100	3,000	3,000,000	
	14. Wagna		—	50	1,000	200,000	
	15. Patan		—	167	2,000	1,000,000	
Total		90	10,000	1,007	16,000	1,000,000	
Colaba District.	16. Dapoolee	5	70	—	—	14,000	
	17. Jungeerah	20	400	14	400	400,000	
Total		25	400	14	400	400,000	
Eastern Division.							
Khandesh District.	18. Dhule	100	4,000	100	4,000	1,000,000	
	19. Chopadoon	333	2,000	333	2,000	1,000,000	
	20. Dadkoonwa	334	2,000	334	2,000	1,000,000	
	21. Mynamoodi	78	2,000	171	4,000	2,000,000	
	22. Sirpur	170	2,000	170	2,000	1,000,000	
Total		1,015	12,000	1,007	12,000	1,000,000	
Ahmednagar District.	23. Chinchoon	41	1,000	100	4,000	4,000,000	
	24. Nagthan	64	2,000	127	4,000	2,000,000	
	25. Vinsoob	169	4,000	273	6,000	1,500,000	
Total		274	4,000	500	14,000	3,500,000	
Nasik District.	26. Pathe	Population included in the Table.	—	100	2,000	2,000,000	
	27. Vani		—	833	2,000	2,000,000	
	28. Sinhwad		—	100	4,000	4,000,000	
	29. Tilloor		—	833	4,000	4,000,000	
	30. Sonar		—	200	4,000	2,000,000	
	31. Vinchoorgad		—	100	2,000	2,000,000	
Total		3,000	18,000	3,000	18,000	18,000,000	

* Excluding all Pupils attending schools in municipalities, as we have no means of knowing their Ages, Sex, Caste, Religion.

Statement showing the number of our Primary Schools and the Pupils attending them in each district as returned on 31st March 1873-74.—(Continued.)

District		Free Schools. Number under the new Schools	Pupils	Fees Schools. Number under the new schools	Pupils	Total number of Schools	Total number of Pupils	Remarks
Nuwara Eliya Division	1. Kandy	Number under the new Schools	Pupils under the new Schools	—	Number under the new Schools	Pupils under the new Schools	—	3,411,[illegible]
	2. Dimbulagala			—			—	4,[illegible]
	3. Panama			—			—	1,[illegible]
	4. Nuwara Eliya			—			—	1,[illegible]
	Total	200	7,[illegible]					9,[illegible]
Galle Division	1. Galle	Number under the new Schools	Pupils under the new Schools	—	474	7,[illegible]	1,[illegible]	
	2. Tangalle			—	126	4,[illegible]	7[illegible]	
	3. Pitigala			—	124	4,[illegible]	7[illegible]	
	Total	7[illegible]	4,[illegible]		8[illegible]	15,[illegible]	2,[illegible]	
Colombo Division (Pettah)	1. Hatamunai	19	1,[illegible]		1[illegible]	4,[illegible]	1[illegible]	
	2. Aluthkadai	1[illegible]	1,[illegible]		1[illegible]	9,[illegible]	1,[illegible]	
	3. Kotahena	9[illegible]	1,[illegible]		4	1,[illegible]	9[illegible]	
	4. Negombo	1[illegible]	1,[illegible]		1[illegible]	1,[illegible]	1[illegible]	
	Total	4[illegible]	11,[illegible]		4[illegible]	1[illegible]	4,[illegible]	
Maskeliya Division		4[illegible]	1[illegible]		1,[illegible]	1[illegible]	1,[illegible]	
Pussellawa		1[illegible]	1[illegible]		4[illegible]	1[illegible]	4,[illegible]	
Kandy (N.)		4[illegible]	1[illegible]		1,[illegible]	1[illegible]	1,[illegible]	
Kandy (S.)		4[illegible]	1[illegible]		4[illegible]	1[illegible]	1,[illegible]	
Dimbulagala		1[illegible]	4[illegible]		1[illegible]	1[illegible]	1,[illegible]	
Panama		1[illegible]	1,[illegible]		1[illegible]	1[illegible]	1,[illegible]	
Galle		1,[illegible]	1[illegible]		1,[illegible]	1[illegible]	1,[illegible]	
Hikkaduwa		1[illegible]	1,[illegible]		1[illegible]	1[illegible]	1,[illegible]	
Tangalle		1[illegible]	1,[illegible]		1[illegible]	1[illegible]	1,[illegible]	
Pitigala		1[illegible]	1,[illegible]		1[illegible]	1[illegible]	1,[illegible]	
Colombo (Pettah)		4[illegible]	1[illegible]		1[illegible]	1[illegible]	1,[illegible]	
Total		1,[illegible]	1[illegible]*		1,[illegible]	1[illegible]	1[illegible]	

* Thousands of pupils.

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ADDENDUM TO NOTE OF 7TH JULY ON THE NEW PRIMARY PATHSALAS.

In continuation of my note of 7th July on the new primary pathsalas, I append some interesting remarks by Mr. Croft, Officiating Inspector of Schools in the Eastern Circle, whose opinion I had asked on the questions discussed in that note.

It will be seen that Mr. Croft's views are, on the whole, very favourable to the new pathsalas; and taking things as they appear to exist in the Eastern Districts there is not much from which I dissent in the memorandum he has sent to me.

I may remark, however, that Mr. Croft's high E type of pathsalas is, in fact, what is understood by a D pathsala in districts where the Bhu Dev system has been worked.

There are no D pathsalas of this description in Eastern Bengal. The few Rs. 5 pathsalas it possesses which are included under the head of D pathsalas were established out of some parings from the old pathsala grant at a time when the grant-in-aid fund was closed, and their standard is that of Vernacular Grant-in-aid Schools; they differ considerably from the Bhu Dev pathsalas. The D standard does not involve high literature and poetry as Mr. Croft seems to suppose.

It was always known that the circumstances of Eastern Bengal are characteristically very different from those of the Central and Western Districts, and this is brought out very clearly in the annual reports which I have just been collating.

W. S. ATKINSON.

The 3rd August 1874.

THE more I see of the new E pathsalas, the more I like them. It is quite true that a large proportion are extremely bad; but with few exceptions (which ought to die out, and die cheaper in that form) they are slowly improving, and advancing towards a type which is the very thing needed for this country. It follows, therefore, that I do not agree with Mr. Clarke, in wishing to push up the E pathsalas to the D standard, because in fact I do not desire that the E pathsalas should * work in with our general system of middle schools." Their chief value, to my mind,

Lord to the fact that they are so dependent of the mercy of others, and our therefore be manifest to us in form in which they shall be at least on the (the great majority) whose situation stop there.

I write these extracts as my way to Dacca from Sylhet. Lathai there, on the bounds of Sylhet, at which place I arrived last night, shall furnish a text. I called the boys together for the morning only, and succeeded in getting about 50. The boys were in every stage of progress, from the primary alphabet-and-syllabarium towards What struck me most was the complete gradation of their knowledge, each step having been evidently mastered before the next was attempted. I called up the first two boys and tried them in arithmetic. First multiplied, giving hard examples with many ciphers; they could not however be stumped, because they verified the place of each figure before writing it down. Then they spoke so many, many, ses, ekonda, so many ath, Ekon, ashtom; and showed themselves quite familiar with the decimal notation. Then, addition of long money sums, brought out without a stumble. Then this question: Rs. 48-8-0-1 is to be divided among 29 men; what will be 7 men's share? They divided the amount by 29, and multiplied it by 7, quite correctly; that is, they have the method of Rule of Three without the name. Then, the Director's own question: 8 mangos for 4 pice, how many for Re. 1-8-0? A few seconds thought brought out the answer. Next, they managed up letters that they were reading, written in a capital hand. Next, they read Bodhodoy, carefully and distinctly without any hesitation. They answered decisively (not without reading mistakes) all the questions I put about the book, outside the part they had just read; and they spelt every word correctly. I went down through the pattsala, and found equally good results in proportion.

Now this I call a model pattsala. It has no special class to 'work in' with, like middle schools, but it fits a boy for every relation of life. It has been established 14 years; and I was assured that, before it was opened, there was no teaching of any kind in the village; the boys used all they knew to the pattsala. It is true the guru is a superior class of man, being also deputy postmaster and postal-keeper; but, even though so high a standard may not always or often be attained, yet this is the kind of standard I would aim at. Throughout the districts of Sylhet the standard is in fact aimed at; bad or miserable methods are steadily discouraged whenever they are met with, e.g., in the village of Tughora, about 5 miles from Lathai, I saw a pattsala of the worst kind, as I consider. In the middle of a Mohammedan village the guru, a boy from Noiakali (which middle verse also stand), was teaching very good children Kalatchal, a book of poetry. (It seemed they did not understand the meaning of a single sentence, hardly of a single word; and they were taught not to nothing of Easier accounts. The guru in fact was trying to make it a bad Dispensary. The Deputy Inspector had never seen the pattsala before, and had not yet been for the 3 preceding months of our visit, the guru might have gone on teaching his and his pupils' time to the end of the chapter. He was told to double

his Kabuliatas and took accounts with the usual jack of Bathetas. Now (no. 2) found Kabuliat-wallahs in another pathada beside Tagiwora. I have good hope that with the general rise in Sylhet, all the pathadas may be sent over within the next year or two, and as they gradually sink under the eye of the Deputy Inspector, the result is decidedly not to be dreaded for. Even the Kabuliat man had been going in the wrong way, and giving a lease, nominally, until the Deputy Inspector, fortunately, fell in with him one day, and gave him his instructions.

Whether D pathadas or B pathadas are most favoured by the people depends, I should think, a good deal on the district. Round in the most advanced parts of Eastern Bengal, I should have thought that B pathadas, if decently good, were liked the best. In the heart of Sylhet is Bateria Chung—a big village, or cluster of pirns, 4 miles by 2 in extent, in the middle of a vast swamp reaching to the horizon. It contains two aided pathadas, both kept by elderly men who have seen better days, and each of whom has a small plot of ground cultivated by hired servants. One man keeps a true pathada of his Bengal Gazette's type; there is no reading, but the boys are fairly familiar with weights and measures, and the handwriting is particularly good. In the second, the boys sit upon benches, and Bathetas and Kabuliatas, and in fact any one do nothing without their slates and little writ. I do not wish to lay too much stress on a single instance; but here were two pathadas of different types in precisely the same surroundings, the former guru told us that he got about Rs. six month in addition to his Rs. 5 from Government. The latter complained that the villagers gave him next to nothing.

In Tipperah, as mentioned in the Deputy Inspector of the necessity of keeping the standard down, that is actually enforced in the school of the people to pay fees, and thereby to encourage a better class of men to come forward. This is, no doubt, a wrong step to take; the better men we can get, the more the pathadas will improve on their own proper lines.

In Chittagong, again, the case is different. There education has been for a long time "in the air"; and the consequence is that as soon as pathadas are aided by a Government grant, large numbers of them almost immediately rise to a high level. A full fourth of the aided pathadas in Chittagong (district head, Bodhoday (sometimes Chatopadh) and Rois of Thana. But even in Chittagong it is needful to guard against a tendency to force pathadas up by providing that kind of crop before they have shown themselves strong enough for it by bearing their own special fruit.

As to the poorer kind of pathadas, I should certainly let them be without worrying them too much. Old gurus, with schools worked in the amusing ways, refuse to come into the inspection class, by no means more than to some. In Sylhet, four or five gurus have chosen (at 40 or more years) retirement rather than and need to do so. Those, without such training, I believe they can be improved little by little; and they are at least likely to do better if an inspecting officer is at them from time to time. But such men will not engage

in one, and also in the second, which we say is not a bad sell of parent. Of course if they are especially bad, they can be pretty sound too, if the parents, as they are sometimes indeed. But in case of the bad parents, if the grand-parents, and the uncles and aunts are good, taking the parents for the best, generally a few years back.

I think in the Normal schools to which all the teachers come, this is needed. There is a great many, and those always might be, to be that of "auto-teach" or teaching yourself, who are quite willing to be trained for a very few generations, for an expert, who ought to have had Georgians and Bole of Thirty, even though his people were, whereas (as I think they should not) brought, thoroughly and by thoroughness, and difficulty of all kinds and complete equipment, (because) impart a great deal of moral relationships, let in with bringing to, (prefer to the people) especially to which school is introduced when to find some that schoolmate work Bothelius. As to the information contained in it, I believe many of the definitions are wrong, but that is nothing to the point. If a boy is properly taught in a school and course he may be mistaken in in every word, his ratio as a professor, of which immediately rises. With pupil boys I know, my book indeed, and such boys would find no difficulty in adapting themselves to any things correct of learning which they may follow, even though in point are taken for in in the pulpit, why work with the rest of the college. Two days ago Saturday, one in the pulpit—one in the school, lost in judging of the success and value of the pulpit, we expect to look ahead a few years, and by that time I feel sure the minutes will have very long's measured.

Many of the pulpit people are boys from school, and they generally make the worst pulpit men, because it comes easy to them to follow their school practices. But they are of a nature that is easily curbed; and two or three months in a training class, in which among other things they will be introduced with the novel practice of general reasoning, (since these boys are very serviceable pulpit improving daily. I think the best pulpit at present are given men who have had some experience of others in a subordinate or lower (number of years) boys are not most more 30 years old. Such men are, I find quite tractable, and really enough in general to send he's to training class, where they improve easily. There is an unimportable number of old or aged men; but these must be borne with in a liberal spirit, and the worst can be secured (or made to get out), which seems to the main thing, without any great hardship.

The feelings of the laymen are as unknowable to ministers (based on observation). It is a startling and little understood fact; but I do not expect a very much will come of it. The wine of the gospel is what, as good as was expected; but still it attracts a sufficient number of fairly competent men. I certainly think that the villagers (if you love to term them) do not feel the sympathy to the ministers as we should. In fact the contrast (the other) also is the usual which is easily found, and if I was asked the distance with the laymen to the ministers, it were more than one would be too strong for a guess in order that they

might spare pathshalas I mean that the men themselves and not the villagers asked for the grant. In Sylhet, the grounds are all near the pathshalas, are enough, as we said just now, for the Mohurrir well and dry; a few tanks apart, the whole country is a jungle, and continue to abundance other jungle but they know, from gallnuts or otherwise. And young boys from school need scarcely spend any time in six months especially. If it happens that there is in their own village, Bari Tabooch thickness, impossible to be seen for the purpose of attending to a highly dangerous enterprise. I look rather to the bold which schoolmaster (careful kind will surely take) may the people at time pass on. If at the cause of school, under any circumstances whatsoever, to become now and, one less appreciated—the patriotic of Eastern Bengal now contain 21 pupils against, which last year they had only 7—and if so, it will become yearly easier for a good guru to make an effective demand for less. If he is not a good guru, he may still be worth his Rs. rupees or what less sum he gets from Government; and, if there is no great demand for his passing, it is always open to him to take himself and his gnum off to a more ambitious village.

One word may be said about muktabs. I have advocated, and still advocate, their being aided on two conditions—first, that the circumstances of the community make a truly pathshala undesirable; secondly, that the Maulvi shall teach Bengali and arithmetic, coming, if necessary, into the normal school to be taught. There are many such in these Eastern Districts, especially in Chittagong, Tipperah, and Sylhet. In the cases that have come under my notice, it is remarkable how rare and how greatly the slender instruction tends to throw back the religious within narrow limits. In Tipperah there was an impoverishing contract, which asked for and received a grant. In one year it got rays than 100 boys on the register, and passed off as the primary scholarship of the district. By adding a muktab on such conditions, it comes to be a nuisance, it must be remembered, one gets drifts the stream, and it cannot help going along. But the particular muktab which surprised Mr. Atkinson in Orissa, in which the Maulvi complained that it was not fair to question the boys in arithmetic, his sole business being to teach Persian, ought never to have been asked at all.

What I have said in favor of pathshalas must be taken with one reservation. If we are now very soon to have a large increase in the inspecting staff, I fully agree that the greater part of the money is thrown away. It is given away hundreds, without any reasonable chance knowing whether the money is usefully spent or not. I certainly see no object in changing the payment of the guru, under the new payment-by-results system, from the Deputy or Sub-Inspector to the Government. Generally the Deputy or Sub-Inspector drops in unexpectedly, finds the pathshala closed, and learns that it has been closed very irregularly. Towards guru is fined, or the grant taken away or reduced. The fixed reports for this work have been sent in to the District office, and I cannot therefore refer to them; but I remember that a most diligent guru had been so transferred or reduced, owing to the insufficiency

of the grant to these Kilns is given to Pa. The 3 are done at another property, and there are two kilns in the town, built by the year, further proof, as it must be held, we get a sufficient end of time to do the work. It is of course an injustice to grant other firms from which I have written above to be given things we all know to be true, yet the Municipal Council is notoriously disgusted from the consideration made because it has no means of knowing what the collective authorities of the country is, who, I may, in my Annual Report I have stated the requirements of this country for 50 additional officers of the Dress Department for Chittagong.

With a sufficient staff of officers the police force should refuse to be responsible to paying the guns. Not that I think much of a report by the present president, the guns have called and that they are entitled to their money without any questioning. A man especially G Spiller took a guess from a guess a short time ago! the man completely personally to the Deputy Inspector, and the reception was disappointed to say the least.

When the grinding for pulverizer, I by an means desire to restrict attention of any higher Ass'n generally not to reduce any D personally to the Estate. The D particular personally, I really, and is logical, to this end, and I'd advise generally, I think it a great pity that we have power to hold on rents for their wants to the new Normal School. While in this state we formerly had three Normal School training grades only, we now have eight—two of which train girls only, and the other two half positive and half genuine. Hence the increase for clerks and Mistresses—a real model and necessary body of work—has been widely reduced. The need of model is not so necessary left now though it is why so it will be in two or three years time, and I am quite seriously needed to add some of the models in Normal School, but to avoiding a complete inconvenience for the needs of the district. If you'd please, as Mr. 30 or Rs 100 a month is simply sufficient for to bring all that grants have to Hilary, and in consider saving people of course to effected. The present system I look on as amazingly waste of money and power. Form a model yearly grant, and there would be no possible competition on the big-opened local masters, who of ours despise their sons, while cultivate affiliate would remain for outside or inside guns.

Coming to what I said before, the working gun is but a stage by which the D standard is still generally attainable while the Estate is stopped, as I propose it is attainable, and should be one in the object of our others. Increase the D particular personally may not to improve them to the sense of honour than between. In case of a compromise, I would recommend, instead of to compromise, that the Ass'n of the state, as the Municipal Council is a yearly agent. I am inclined to simply believe that as we conclusively recognition the Capital portion, and gradually reduce the more lucrative portion—very which half a dozen years—the title of the new particular will appearance certainly, to the district C. Oppo. And I am of course, that we are D. ... the more easily it has an plant directly under the H.C. above Department.

A. W. CROFT.

J. in 1903. Jr. 1874.

Mr. Harrison

Note on Primary Education, written on Mr. Atkinson's note dated 7th July 1874.

The gist of the opinion I have to express to this question is that Sir George Campbell's scheme is right in principle, but it is at present in so entirely tentative a stage that it is practically open in many respects to the *detailed* criticism of the Educational Department.

The principles at root of scheme not adverted to by Mr. Atkinson.

Mr. Atkinson addresses himself entirely to this detailed criticism. He nowhere discusses the principles on which the new system is defensible, but seeks to destroy that system by drawing attention to its defects in execution.

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Secondly, even in attacking details he was bound, I think, to have directed his chief attention to Midnapore, which Sir George Campbell selected (vide page 11 of Selections of Important Orders, G. O. No. 74, dated 9th January 1873), not indeed as an obligatory model, but as a promising experiment. His own table shows that the one district of Midnapore has developed more than one-seventh of all the primary pathshalas in Bengal; and he cannot surely be ignorant that its work is entirely on that system of payment by capitation grants which he affirms to be the object to be aimed at in some distant future. Surely it is but just to Sir George Campbell and the new scheme that the places in which it has been most carefully, and not those in which it has been least carefully developed, should be selected as trials; yet Mr. Atkinson from first to last has not a word to say to this district. I will first point out the principles which seem to me to be involved, and then apply them to the Midnapore district.

First principle.

What is primary education? Is it what the Educational Department are doing at?

The great question of all, which I never remember to have seen satisfactorily grappled with in any educational report, is, What is meant by primary education in Bengal?

The Educational Department, though they would no doubt repudiate the definition, practically speak of it as if it meant something corresponding to village school education in England and Prussia.

Let it first be asked what ought to be meant by the term.

By *higher or collegiate* education we mean that adapted to the wealthy and those

If the power for their future [illegible] [illegible] [illegible]

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whose talents and means induce them to seek for a career in professions and superior offices.

By *middle class* is properly meant that education which will be suitable to those who engage in trade, business, and less lucrative office work of all kinds.

By *lower class primary* is properly meant that education which our advantages may be suited to the lower classes—agriculturists, day labourers, and artisans.

If this is admitted, it follows at once that the quality of the education is not a *fixed*, but a *fluctuating* standard. A very bad primary school for Prussia would be a very good one for Bengal.

Similarly, you may improve a school and yet injure it if you take it out of the class for which it is intended. A national school may be described as of very poor quality compared to Eton or Rugby; but if you turn it into a Rugby, you will improve it, but you will injure the cause of education.

Now comparing small things to great, this is just what the Educational Department wish to do with our national pathshalas. It is as if a set of first-class university men made the tour of the village schools in England and turned up their noses because our Latin grammar and Cæsar, Greek history and versification, trigonometry and surds, were in unknown tongues. Straightway they go up to the future Minister of Education and represent that "there can be no doubt of the great success of the new scheme if judged only by the crowing of schools and scholars it has added to our educational lists, but judged by *quality* the result certainly leaves much to be desired, and possibly also something to be regretted." At their request the grants of several national schools are amalgamated and public schools teaching Latin and trigonometry started in their place; and they congratulate themselves on the great improvement manifested owing to the transfer of the national schools from the control of the local clergy to that of the Minister of Public Instruction.

No doubt the *absolute* difference between a public school, or perhaps (to be more correct) a grammar school, and a D (Bengali) pathshala is very great; but I maintain confidently, looking to the difference relatively between England and Bengal, that they hold analogous positions.

A true primary school is a school to which the lower classes and their children without the expectation *that they will thereby rise into the middle classes, subscribing deeply to compulsory society.* Any school which attracts the lower classes with the prospect that by going through its course they will *thereby* mount into the middle classes, ceases to be properly a primary school.

Judged by this standard, no Pátshála—I might say no pátshála that would satisfy the educational standard—is primary in Bengal *at the present day.* It is frequented solely by boys of the middle classes, or boys who seek to rise through its agency to the middle classes, *i.e.*, to become at least gomashtas, mohurirs, head constables, or gurus themselves.

Similarly, the 13 gurus say never content with keeping their schools elementary. Trained under a system which would be most worthy of commendation were it not so all adapted to its legitimate end, these gurus are (I speak with substituting confidence) always trying to raise their schools a step and bring them up to the vernacular scholarship course.

I contend essentially that Sir George Campbell was absolutely right in condemning this system of comparatively high-trained gurus and 8-rupee pátsháláa as an undue expenditure of public money on *secondary* under the cloak of *primary* education; and secondly, in his insisting on the indigenous schools of the country receiving recognition instead of being crushed out.

The indigenous pátsháláa are, I must admit, by no means entirely primary. They also were resorted to mainly by the middle classes, but they contained one irreducible primary element, viz. that many children of the poorer classes resorted to them without the idea that their doing so pledged Government in some way or other to give them a lift afterwards.

When Babu Bhoder Mukhurji and Mr. Atkinson speak of these pátsháláa as unimproveable, it seems to me that they confess in the most marked manner that their system and principles are wrong at the core. A true system must be that which adapts itself to indigenous institutions and guides them along the required lines, not eradicates them.

Primary education in India must be based on that which is indigenous and

adapted to the means of the people. By declining to work on such a basis an officer confesses that his ideas and the work he has to do are incompatible and out of joint.

Correct principle
The Education Department should be brought on equipoise with the general administration.

Mr. Atkinson comments on the small time which the district officer can give to education, and contrasts it with the attention the Department can give. This is meeting an irrelevant issue. Education, like treasury accounts, municipalities, roads, police, and many other departments, can receive but a fraction of a district officer's time; but it is not therefore argued that the treasury officer, the Vice-Chairman of the Municipality or of the Road Committee, or the District Superintendent of Police, should act independently of the district officer. Why, then, should the district Deputy Inspector be independent? The principle Sir George Campbell introduced, which I think most officers of experience will support, is that in India locally independent departments always tend to friction and to a certain amount of antagonism, which leads to administrative schism instead of unity. Hence it is found to work best when each department has its own representatives gathered under one local or under one provincial head, and that if the District Magistrate can devote *but little time*, he can *bring much influence* to bear in support of education.

I respectfully submit therefore that it will be a great misfortune if we are driven back to the 5-rupee patshala as the representative of primary (1) education, and if education is again remitted to be a department apart, entirely cut off from the ordinary administration.

Mr. Atkinson right as a rule in details.

On the other hand, Mr. Atkinson is, I admit, generally right in his criticism of details; but he ought to have pointed out that they all admit of remedy without the sacrifice of Sir G. Campbell's principles.

Mileage system.

First, money given in the form of monthly grants to existing gurus is truly enough almost thrown away. The villagers, or rather the parents, reduce their schooling fees almost as much as the guru gains in stipend. Secondly, monthly stipends lead to laziness. The gurus cannot be properly looked after; hence they take their stipends and do nothing for them. They have no obvious and predominant incentive to work. Still some gain results; for the fees being reduced, more parents can be prevailed on to send their children; hence numbers would increase.

In McLagan's expenditure are in no instance given. But schools are examined once a year, and the gurus receive gratuities according to the results of the examination. While some patshalas, of course, have much more, the average of each is only Rs. 7 a year (!), or about 9 annas a month. The villagers cannot reduce much to meet such aid as this. To make up for the smallness of the grants, every effort is made to give it under circumstances that enhance its value to the maximum. There are 10 primary scholarships given by Government every year. The district is hence divided into 10 circles, at the centres of which annual competitive examinations are held for these scholarships. These again are divided into 113 sub-circles, each portions of theirs, at the sub-centres of which the capitation grant examinations are held. These sub-circles contain from 4 to 30 patshalas in each, according to density of population and progress in education, and are sufficiently small in area to allow the remotest patshala to be within 4 or 5 miles of the sub-centre. Each sub-circle has a sub-committee, whose appointments are honorary and duties are to foster and promote primary education and assist at the examinations. There are 6 Deputy and Sub-Inspectors, hence each has about 20 sub-centres to examine in a sub-division or office compact block. He visits them one after the other during the period November to February, collects the patshalas of each of the sub-centres and examines them with the aid of the sub-committee. Rules have been carefully drawn up to ensure fairness, absence of fraud and imposition, which I cannot here enumerate. Suffice it to say that no complaints have been made of unfairness, and I believe none to be practised. With the help of the ordinary district organisation, the inspecting officer is kept supplied with funds and pays the gurus their rewards on the spot in the presence of the sub-committee. He thus receives his money with the maximum of *éclat* and the minimum of celerity. The record of the examination is prepared in a form which shows the amount due to each pupil and to each guru, and his receipt for it.

At these examinations two or three of the more promising pupils are selected at each sub-centre for the centre competitions for the scholarships. These take place in March, and to encourage emulation, not only does the first boy obtain the scholarship and his guru a reward of Rs. 12, but

(each a space map.

rather more than half the competitors received money prizes of from 5 rupees to one rupee, and their games the same amounts. These also are paid on the spot.

This not only are the pataballas first publicly examined and rewarded on an absolute or pass standard, but the best of them are afterwards measured against one another in competition, and emulation stimulated; while the people are witnesses and the members of the committees participators in the scene.

The stimulus which this has given to the indigenous pataballas in one year alone is enormous. In the census we were found to have 1,729 pataballas with 19,174 pupils,—nearly half of these were so small that they had not 10 pupils.

Our rule was to admit no pataballas with less than 10 pupils, yet so great has been the impetus that 1,962 pataballas with 26,307 pupils attended the sub-centre examinations, and even the 1,477 that filled up Mr. Atkinson's intricate returns show 20,843 pupils, *i.e.* 7,174 more than all the indigenous pataballas in Midnapore two years before. Had it not been for the epidemic which grievously mauled the pataballas in the north-east of the district, the result would have been much better, and we should have quite, as we have nearly, doubled the number of primary students; for it must be remembered that the pataballas with less than 10 still exist outside our ranks.

I do not deny that these pataballas are still wretchedly poor and defective in method and appointments—no doubt they would grievously offend Mr. Atkinson's fastidious eye; nevertheless they turn out boys who can write well, read print and manuscript, and work sums correctly, and for the pupil anything further in Bengal takes you out of primary education.

Mark our examinations are the ——the lever by which we can gradually work them up, and shall do so. Year by year public examinations, competition with one another, the gradual raising of our standard and addition of new subjects, will draw them, as by silver cords, to improve themselves, till, while conserving all the traditions and affections which encircle the old pataballas, we shall be able to set up in their place a new type of teachers and an improved class of teaching; a great improvement, so my mind, to the crawling out process, which was being only too effectually carried out by the department.

I send you for reference a spare copy (villainously copied) of my memorandum on the subject in the annual report. At the end I sum up what I regard as the advantages of the method. To this are appended the rules in force.

I am far from supposing that a system still so tentative and in its early stages is not without some drawbacks, but I neither think that this is an approximation to the true way of working Sir G. Campbell's scheme. It is obviously very simple, and could be done just as well in any other district as here. Its economy alone seems to me decisive in its favour.

H. L. Harrison,
Magistrate, Midnapore.

1st August 1874.

W. B. P.C.

Bengal Secretariat,
The 16th Nov. 1874.

Dear Atkinson,

As an explanatory addition to your note on pathshalas will you let me have a brief memorandum contrasting the R with the D pathsalas as to—

1. Qualifications of masters;
2. Mode of establishment;
3. Character of instruction given; and
4. Cost per head and per school, roughly of course.

Yours truly,
H. L. Dampier.

My Dear Charles,

Please help me by a note on the points Dampier mentions.

Sincerely yours,
W. S. Atkinson.

In the Presidency division, except the southern edge and in the greater part of Bengal proper—

1. The R pathsala gurus are the old country gurus who were teaching country pathsalas previously to 30th October 1873. They can write, but not in general with very correct spelling; they can do country arithmetic; they can calculate—seven rupees a month, how many pice a day—with rapidity and correctness; but it will take them half a day to divide a million by 376, for they can only do it by continued subtraction; they are not acquainted with general methods, not even for simple division. They can find the area of three and four-sided fields, and sometimes of an irregular plot, by the country rules for such cases, which give grossly incorrect results. They know no geography, no history, and no useful knowledge.

Besides these old country gurus there are found, as teachers in the R pathsalas, a few of our middle vernacular school boys, some who have passed the vernacular scholarship examination, and some who have read in our normal schools. Also, a few well-qualified gurus from training schools have accepted Rs. 3-8 grants (note that on D pathsala grants are to be had), the deputy inspector promising to promote them to vacancies in D pathsalas. These qualified gurus in R pathsalas can, however, be but a small percentage of the teachers.

The D pathsala gurus are only appointed after they have completed their course of normal school training in the guru training schools formerly under Baboo Hem Dass Mookerjee. They are virtually pandits, *i.e.*, they read books extensively, know arithmetic on the European (as well as the native) method, and read the elements of geometry, history, geography, useful knowledge.

2. The R pathsalas were, in general, established thus—The magistrate allotted so many grants of Rs. 3-8 to each sub-division. The sub-inspector travelled round and allotted them to those old gurus who already had the largest pathsalas. In Diamond Harbour, Sathkhira and Culna sub-divisions a certain number of gurus were induced to go out southwards and open new pathsalas in Sundarbun villages by the gift of Government grants of Rs. 3-8 to Rs. 5 monthly. These men who were and were in general of very low qualifications.

The D pathsalas were established thus—A village applies to the deputy inspector for a D pathsala. The village is required to give either pay or food and lodging to the amount of Rs. 5 monthly for the teacher; and the

deputy inspector then sends a passed normal school pupil to the village and adds Rs. 5 monthly (Government pay).

In the E pathsalas (66 per cent. of them) the character of the instruction is just as it was before 30th September 1872. They learn writing on palm-leaves with imperfect spelling; very few boys in such pathsalas read any books; they learn country or mole arithmetic, in addition they are generally asked to altogether for seven annas, seven annas, or the number seven. The phonic fan is almost a mystery, but the crayons take much time to learn (being of course expensive) and the whole method is unfamiliar except for simple problems with small numbers. The boys learn little beyond this; the country surveying they learn is very little and of very small value.

When there is a superior teacher in an E pathsala, he may teach quite a superior course. I described in last year's annual report one E pathsala which I visited on a remote part of Nosikolly, which was teaching a high standard; but I believe such cases are only the exceptions, and do not amount to 5 per cent.

The defect in these E pathsalas is not so much in what they do teach as to what they do not teach. This country knowledge of writing and arithmetic is very useful and desirable (and is taught in nearly all our vernacular schools), but the E pathsalas stop here, so that their course does not fit on to, or lead up to that of the superior schools, so that the typical E pathsala remains an isolated institution.

The D pathsalas (and circle pathsalas and lower vernacular schools) teach exactly the same course as the middle vernacular schools, but more frequently have no first (or to first and second) class. Many of the D and circle pathsalas, however, go right up to the vernacular school standard, and carry off vernacular scholarships, and all "aspire" to read their course. They learn country writing (with correct spelling) and basar arithmetic, but they also read books, learn European abstract arithmetic, and, in short, all the subjects of the corresponding classes in middle vernacular schools. If they learn to survey, they learn the correct rule of base and perpendicular for the area of their triangles, and their course is essentially sound so far as it goes.

The E pathsalas cost from Rs. 2-8 to Rs. 5, Government money; but most of them are at Rs. 2-8, so that perhaps Rs. 3-8 is a full average cost. The D pathsalas all cost Rs. 5 each. I see that in the Presidency division (which of 8) in last year's report both the D and E pathsalas cost on average 50 boys on the rolls. This is about eight; so that the cost per head per year of the pupils to Government would be Rs. 1-8 in the E pathsalas, and Rs. 7 in the D pathsalas.

But in the E pathsalas a large preponderance of the pupils are students taking their fingers and I feel sure that even as instruments for teaching country writing and arithmetic the D pathsala is really the cheaper of the two.

P.S.—The above remarks do not apply justly to E pathsalas in Chola Nagpong Cudder, &c.

The E pathsalas do not reach a lower social stratum than do the D pathsalas; but the boys in the E pathsalas are, on the average, of a lower social class than those in the D pathsalas.

C. B. CLARKE.

10th July 1874.

Adopted by

W. S. ATKINSON

21st July 1874.

My dear Bernard,

I have just seen from another list of vernacular schools how almost universal it is for the villagers to refuse fees for payments to the pupils in consideration of the allowances they get from Government.

H. L. Harris, writing of his payment-by-result system in Midnapore, gives the following as the argument in favour:—

"I believe it is a minimum the discouraging effect in private expenditure which all Government aid carries. It is perfectly well known that as soon as Government aids any such institution the people relieve their boys at once. Thus the 10,000 given in the form of monthly aid to so many pathsalas will not add more than Rs. 5,000 or Rs. 6,000 to the income of the gurus, and the rest will be balanced by reduced fees. Given in the manner here set forth, and as a distant reward of success coming once a year, the people have much less excuse to retrench, but they naturally can do so to some extent."

I send you this because I think you are inclined to be sceptical about the statements I have got forward in this point.

Sincerely yours,

W. E. Atkinson.

27th July 1874.

Extract from C. H. Cleaver's Report for the Presidency Division.

Primary Scholarships.

"The primary scholarships were undoubtedly intended by Sir George Campbell to encourage the boys in primary schools. But following Sir George Campbell's use of the word pathsala, the inspectors (in whose the sole control of primary scholarships lies) let in all "pathsalas" boys to compete; so that in Nadiya it is reported that the primary schools get nothing, and in the other districts much less than they were intended to. This is a matter which the inspectors can cure by simple order.

The primary scholarships are very near in value (Rs. 3 monthly instead of Rs. 4) to the vernacular scholarships; and a boy may hold a primary scholarship one or two years and then take a vernacular scholarship. Thus being so, I doubt if any plan for restricting primary scholarships to particular schools will be found satisfactory, as boys will flock to the schools eligible to take primary scholarships, who are qualified (and ought) to be reading elsewhere. In other parts of Bengal these primary scholarships have been restricted to particular castes or to pauper boys. All these plans seem to me open to grave objection, and I believe we shall finally be driven to make the limit age as for the other scholarships."

I entirely agree that it will be useless to exclude particular schools. Such a prohibition may be effective for the first year; but as soon as it becomes generally known, applicants to scholarships will undoubtedly migrate to schools that are eligible.

W. E. A.

Extract from A. W. Croft's Report for the Dacca Division.

Primary Scholarships.

"For 55 scholarships in this division 1,326 candidates competed, being 1 in 20 of the whole number of pathsala pupils. Care has invariably been taken to exclude boys from middle class schools, who often try to creep in, and in some cases boys of the upper castes (and classes) seem to have been excluded on unnecessary restrictions. The limit of age for

primary scholarships is 14 years. I have not received returns of age in the Ivye district, but in the Dolna district it is as follows:—

6	boys of 14 years
1	" of 13 "
8	" of 12 "
2	" of 11 "
1	" of 10 "

The most the boys, therefore, will be ill when their scholarships run out is a year too old for the secondary scholarship examination. Those the scholarships are far too easy to regard as the clever of the rural school boys, viz., that a boy of any degree may rise through the classes of primary, vernacular, junior, and senior scholarships to a high position in the Bar.

District committees would do wisely to limit the age to 13 years, or two years below whatever limit may be fixed for the vernacular examination. They can do so consistently with the rules.

Many district committees have resolved to give attendance in future to all who pass the primary scholarship examination. This will largely swell the number of unemployed visitors willing to a Government appointment on the wings of press gangs by the district committees.

I hardly think it will add much reality to the abundant of its means, and it seems to me scarcely designed "to induce boys to think themselves above manual labour or ordinary village work," as the 30th September resolution expressed it.

Mr. Pran Krishna,

Yours letter of the 26th. I answer your questions seriatim.

1. For allotting pathsala grants I have a printed form which is filled up by the educational sub-inspector of the circle. It contains village, thana, name of abadkar (i.e., guru), number of pupils, proposed grant, remarks, Magistrate's sanction. Under "remarks" he notes whether there is any, and, if any, what kind of building; how much the people subscribe; what sort of man the abadkar is, and anything else. On this I make a grant. I do not wait for applications, but intimate to the deputy inspectors that so much is available for sanctions, and tell him to order the sub-inspectors to send in applications to that amount.

2. The villagers have a tendency to withdraw their subscriptions as soon as the abadkar gets his grant. I counteract this by at once stopping the grant till the subscriptions are renewed, and threaten to withdraw the grant altogether if it occurs again.

3. The present system secures efficient inspection in Balasore, where the deputy inspector and sub-inspectors are good men and not overburdened with work; but in Cuttack, which is a very large district, and much cut up by rivers, the work of supervision is not conducted in such a very satisfactory one. The sub-inspectors are overtaxed therefore. Pooi Irish was not happy in the selection he made. The deputy inspector, too, is not as good a man as we ought to have for so big a district. He is very much inferior to the deputy inspectors of Balasore and Pooree.

4. The sub-inspector cannot collect any of the money, as they never see it. They send in a list of pathsalas which are to work, and the money is sent to the thana with a printed form, containing the names of the abadkars and is returned to me in 15 days with the signatures of the abadkars opposite his name. The thana sub-inspector is responsible that each man is duly paid. The abadkars are not paid by the thana to receive their pay, but it is taken to them by a messenger. I have had no complaints against this system, and I know already that it is much liked and works well.

In pathsalas a portion of the day is devoted to reading, from the sentences translated (dictated) underneath the tenth and twelfth chapters of the Bhagavad Gita, which is extremely popular in Orissa. Boys are taught to read, long before they can understand it, and go on learning it for years and never get to understand it. It is not in Sanskrit, but longer Oriya lines. In Cuttack and Balasore I have never heard of an act with reminiscence of Sanskrit story. The Bhagavata is the Oriya Bible.

6. I have a big paper on the subject, which is about one-tenth of the whole. The Mahommedan population is very small in Orissa. Their pathsalas are doing fairly well, but the teachers are weak in arithmetic, and the pupils generally hating all Hindoos are not quite fair to them. I have to keep a watchful eye upon them. A little Tuition, such as the Vandanam, is read, and in some the K can is read, but not explained, as the abhasal, or teacher, does not understand it himself.

7. I have never tried the system of paying by results. I do not approve of forcing systems. All we want to do in pathsalas is to teach the average result, but three Rs. and any approach to a cramming system, or examination would lead the abhasam to teach two or two above he and neglect the rest, as, I think, to be avoided.

8. About 40 abhasams have been brought to the Cuttack Normal School, and taught and sent back to their villages. They were taught elementary grammar, simple local measurement by the pole, and the rules relative thereto, fair (very) reading, good, writing on palm-leaf and on paper, and perfected in the native system of arithmetic (we and yours). I should say about 20 per cent. of the abhasams are quite equal to their work, about 40 per cent. indifferent, and 40 per cent. bad. The indifferent do not know the above subjects accurately, and have a careless, muddling way of teaching. The bad are old, caste ridden, stupid, and perverse.

9. I hope the aided system will not be further extended at present. I wish to get the pathsalas at present working into better order before we go any further. I rely more on my own inspections in the cold weather than on those of the sub-inspectors. I should not object to withdrawing the grant from pathsalas where the teaching had not improved; indeed, I was thinking of doing this of my own accord, and I wish to add pathsalas 1500, found Cuttack and Jajpore first, so that the system may be carefully watched before it is extended into the wilder regions. There was present much opposition to these aided pathsalas in the wilder parts, and fear lest the boys are going to be made Christians is constantly raised. In a country like Orissa where indigenous pathsalas are of old date, our work does not consist in founding new ones, but in bettering those already existing; and, although the people are glad enough to have our money, they are very much afraid to being bettered. I am in good in paying the subscriptions in pathsalas. The present one must be conducted into a better style of work; their pay is quite high enough. I do not see any men here at present whom we could substitute for those with advantage. Intendits of course, are indispensable, and of our native Oriya few are worth much.

Cuttack,
The 28th of July 1874.

Yours sincerely,
J. Beames.

P.S.—With reference to your second letter, I find that two examinations were held for primary scholarships in 1873—one in June to distribute the grant for 1873, and one in December for that of 1874. In the two examinations taken together 30 scholarships are awarded:—

To a regular pathsala students	25
To other style pathsalas	5

J. B.

Inspector Mahomedan's Office,
20th July 1878.

Dear Mr. Herwerden,

I will answer your questions seriatim.

1. I give the pathsala point something different and a successful pathsala that is one that has succeeded in attracting pupils and conforms to all a struggling one. Generally, I endeavour to give the grant in proportion to attendance by the year, but occasionally a good deserving but struggling one is assisted beyond. They are sometimes given on application, and sometimes on the inspector's recommendation. The funds being all applied will not be given at one place only to supplying it at another and when one school fails, the aid is transferred.

2. I do not think the villagers, as a rule, realise payment by the amount of the Government grant; but they contribute to paying a gurú who gets a salary than one who is dependent wholly on what he gets. There have been complaints on this score both from the H and D institutions.

3. The staff ought to be able to inspect efficiently; but the old education deputy sub-inspector was not, as a rule, in this direction good men; and, except in one case, the sub-deputies officers and myself have been very badly assisted with them.

4. I do not think the sub-inspectors embezzle the gurú's money, but they require to be looked after.

5. Mr. Ellis should be able to give a pretty good opinion.

6. The D pathsala teachers are all trained; the H teachers are partly trained, partly old stager, and partly very inadequate appointees. I cannot without calling for a return give the proportion for the district. For the entire sub-divisions out of 24, six are trained and nine belong to each of the other two classes.

7. There are very few mistakes. Musalmans here go to Hindu pathsalas, and when the gurú is Muhammadan they read the Koran as well as the ordinary subjects.

8. The system of payment by results has not been tried here.

9. I decide to instead to reduce the old D grants and convert them into H, so as to make our funds go further. It will be seen that we have at one 1878 a much larger proportion of pupils than go to the same number of D, and the cost of the latter is about double the former. The contrast given at the latter is better, but it is not so popular.

10. The H pathsalas, at the end of 1875-76, were several of them new; and at present so getting pupils has been looked upon as a reason for continuing grants, and hence has led to the withdrawal of grants and change of site of schools, the attendance has improved during the year.

11. Of the 18 primary scholarships, seven were gained by H schools; D schools got three; A girls school one; an unaided pathsala one; and a Muslim school (no H type) one.

This would hardly give a correct idea of the proportions, because in two out of the six sub-divisions the D schools were not admitted. If we make allowance for the absence of the sub-divisions, and allocate the proportion between the D and the H, would probably have been seven; but the result, considering the excess of the D over the H pathsalas, is in favour of the H, and having regard to the money paid to them, it is still more satisfactory.

Yours sincerely,
A. Ewen

On vernacular education,
dated August 1871.

MY DEAR MR. DUNCAN,

The object of the note presented by Mr. Ali appears to be to show that the success of the new primary education scheme has not been as good as would appear from a mere inspection of figures showing the number of new schools started on the schools established and of the pupils attending them. With surrounding cash as Collector I could, like George Cornwallis's sailors, I was always of opinion that, as a business point of view, the system was to a great extent a mistake, and that the result of it would be that the villagers would be relieved from the small payments made by them ungrudgingly for so long a time to the teachers at village schools at the expense of the primary school fund. Begging complete liberty of every form of imperial land, and municipal taxation, and grudge the wretched pittance that they have to pay to the village schoolmaster; but who ever heard until the introduction of the new system at any rate a man after a single complaint because he had to pay a few pice or some grain to the "gurumahashay" for the instruction given to his children? Now, perhaps, after a trial sufficient of the luxury of nonpayment, the fact of having to contribute to the education of their children at the village schools will be made a standing grievance. Supposing, then, that the expenditure on account of primary education should at any time necessitate the imposition of fresh taxation, the people would most certainly resent it, while under the former system they taxed themselves and paid without a word of complaint.

The chief question at issue is, however, I imagine, how far the newly started or established vernacular have been a success? On this subject I regret that I am unable to write with as much certainty as I should wish, as, owing to my other very heavy duties during the past nine months, I have been unable to inspect these primary schools to nearly the same extent that I should under ordinary circumstances have inspected them. I cannot, therefore, say from personal knowledge whether the generality of these primary schools show an improvement on the condition in which I found them inspected by me in the cold weather of 1870-71. The inspector, Baboo Bhut Dev Mookerjee, has, however, very recently reported on the result of his inspection in this district, and it appears from his report that, taking the highest standard to be 5, reading fluently sentences and moving them from dictation, and working up to simple division in arithmetic, the lowest to be 1 below the standard of reading and writing simple and compound letters, and knowing something of the tables of numeration, inclusive of, as yours the results, of 2,027 pupils of primary schools, 307 were under the highest, 160 under the second, 304 under the third, and no less than 370 under the lowest standard. It may therefore be fairly assumed that the average of educational attainments in the primary schools of the district (many of which I may mention are still unaided) is very low indeed; and, though many of the "gurus" have themselves been introduced at aided schools in various parts of the district during the past year, I doubt much whether some than a very few pupils are better now than they were prior to 1871. It could not indeed be expected that the improvement would be anything but slow, and I very much doubt whether the result which may perhaps be attained in the succeed years will be worth the money which will have been spent upon it according to the new scheme, and whether it would not have been better to have used the money that has been expended for the greater extension of the Dost Aurungzebs, and for the improvement of impoverished agency. I fully agree with the remarks in the note as to the inadvisability of the present unpaid staff, and also as to the disadvantages attending the appointment

of any great importance. The right kind of men cannot be employed for salaries and it would be better that the inspecting officers should be competent to inspect all schools, private and public. Does not this establishment of a school inspector a distinct and [illegible] appointment under the existing, the others being the county inspectors with a salary of [illegible] and most certainly it is to be a desirable position of the kind of men where we are to get in future, it is very doubtful whether the cause of education will result to the most benefit. While however, agreeing with the officers of the Education Department, whose views are expressed in the "note" as to the necessity of increased and better paid agency, my opinion is of the desirability of that agency being under the control of the magistrates of the district, and to a certain extent. The sub-divisional officers is one which I imagine they will not share. I am sorry, I think, to say my averaging the deputy inspector and sub-inspectors, who have worked under me in the district, in saying that since their appointments have been under the control of the magistrate, those appointments have been somewhat more active. Although, however, it is true that the magistrate of the district cannot devote much time to educational matters, I think that his control in such matters is productive of good.

As for inspectoral committees, I thoroughly concur with the remarks in the "note" as to their utter uselessness. I regard them as pieces of machinery ingeniously framed for the purpose of wasting time. In nominating members, I think it would be fairly all parts of the district represented; and in the early days after their appointment a good number of sessions of the committee body meet to attend, on account of the novelty of the thing. Now, hardly any but officials attend, and the work that is done at the meetings would be done just as well and much quicker by the inspector or the magistrate or the deputy inspector, as the case might be. As might be expected, the annual report of a body of this kind is usually the input of the member of the greatest energy of convictions, yield to a certain extent by the necessity of the adoption of compromises to meet opposite views.

Yours truly,
W. Watts.

Ont.
The 24th August 1874.

My dear Hartson,

Yours and third letter of the 22nd July, with its enclosures, came duly to hand. I have read both, and am glad to send you the following remarks, which take the form of a comment on the views of the Director of Public Instruction.

His principal charge is that the new schedules were introduced but not substituted without system, and that there is no inspection or supervision of them worthy the name; he moves for these illegal the number of the duty of inspection to the Education Department. My own idea is that the only advantage to be gained from this change would possibly be that of greater uniformity in the educational statistics in a district, which is [illegible] [illegible] [illegible]

Next come village contributing a very proportion of inhabitants in which no school exists. Here an elementary school was planted and a grant obtained on a guaranteed fixed salary, so as not to make it a pay.

Supplemental pathesis have been brought under Inspection each inspector. This has tended to raise the standard of the school Pupils, to improve the quality of the teaching, and increase the number of scholars.

The Director of Public Instruction and the inspectors, whose reports he quotes, are evidently anxious with a view to bring the primary pathesis within their own grasp, and to separate them from what Mr. Charles calls H.C.D. pathesis; that is, to say, they wish to raise the standard of teaching and practically to offer the scope of Sir George Campbell's scheme, which was the means of the most rudimentary education.

I believe that the improvement of pathesis is contemplated by the Director of Public Instruction would necessarily reduce the number of pathesis, and in order to increase the number of scholars, by the number of boys who might come to the improved pathesis would be so numerous when compared numerically with those who now attend the ordinary pathesis surviving the very rudimentary education which is all that they require, and where the attendance of such pathesis would amounts again.

The efficiency of the grant is secured by the district and sub-divisional training classes and the improvement of their pathesis is a work of time which must follow the efficiency of the teachers. I am therefore strongly against any general raising of the standard of the primary pathesis as contemplated by the Director of Public Instruction, because I think that any such change would destroy the very end aimed at by Sir George Campbell, would decrease the number of pathesis, and would lower the number of pupils out after the class from which they are drawn.

Next, as to the question of inspection. The efficiency or inefficiency with which this duty is carried out depends entirely on the Extra-assistant and the sub-divisional officers. I have a large staff of sub-inspectors, having under them an average of 60 schools each, and their change in inspecting pathesis in their charge once a month. I have no reason to doubt the honesty or activity of the sub-inspectors under the direct supervision of the sub-divisional officers. I cannot believe that it could be better done by the Department of Public Education.

Lastly, as to the proposal noted above—the transfer of the supervision of these schools to the Education Department. I am entirely against the change. I believe that the withdrawal of the administration of these pathesis from the hands of the magistrate would give a shock to the institution which would be materially and severely felt. Local knowledge and local influence, the power to punish in trivial cases, as well as to preserve order, are all in the hands of the magistrate, and would all be wanting to the deputy inspector. The institution of primary education is too, yet so firm as to stand by itself, and the Education Department would be a stranger helpless in the case of refractory

necessary. In short, I am of opinion, that the theories of these schools in the Education Department would result in their being not thoroughly inspected, and in their very speedy demise.

I have already allowed this letter to run into a greater length than I had intended, and will only touch on the main point. The Director of Public Instruction opines, excuse of the present popular pathetic should be improved, and their supervision intensified in his own opinion, that the Government grant is being misused in various ways by the village people in withholding their fees and subscriptions to the guru. This is not altogether the case, but if partially so, instead of its being a reason for the change proposed, it is one of the strongest arguments for keeping the schools under the influence of the one man who has the power to interfere with any chance of success.

In these primary pathsalas ordinarily alone are problem only taught. Educational officers possessed of high acquirements would be wasting their time in teaching or supervising such schools. These schools have been hitherto under the chief local executive authorities, and, as the Director of Public Instruction is desired to attack, Deputy-Collectors has been repeal. This any one of moderate experience will know, would not have been the case if their inauguration had been left to the Education Department. I will say, let well alone. When the magistrates have shown that they have failed in carrying the intentions of Government, let them, but not before, be replaced.

Until the advantages of the system become recognised by the people themselves, and this under the present system—they will be within the next three years—it would be ruinous to the scheme to take it out of the hands of the local executive officers.

As regards the low salaries of some of the sub-inspectors, I think they are paid sufficiently well for what they have to do; for it must not be forgotten that the additional 3 annas per mile travelling allowance not only is a strong incentive to moving about and active labor, but, with a sub-inspector who does his duty, this income forms a very considerable addition to his monthly stipend.

If these men were paid higher we should have less gentlemen instead of working zilladaries.

The scheme having only been inaugurated, I would strongly recommend that it be given a fair trial on the basis on which it was started.

Yours sincerely,

A. V. PICKLE.

Reply to Mr. Atkinson's "Note on the history and condition of the new Primary Pathsalas."

I HAVE been asked to state my views regarding Mr. Atkinson's "Note on the history and condition of the new Primary Pathsalas." Some portions of his remarks are aimed at suggestions made which appear to be logical (to me), but it will be necessary for me to refute to them hereafter, though I shall endeavour to do so as briefly as I can.

On the other hand there is evident fear in other respects the pace does not fulfil the promise implied in its title. The "history" commences at a point far too recent, and the description of the condition of the pathsalas is too fragmentary and partial in its character.

2. In order to estimate correctly the position of the new pathsalas, it seems obviously necessary to consider the circumstances under which they were instituted; and this

which be done without some reference to the preceding attempt, which had been made to satisfy the educational wants of the lower classes.

Recent remarking on Mr. Atkinson's note I shall endeavour to supply the deficiency.

4. Twenty years ago the situation of both the Government of India and the Government of Bengal was earnestly directed in the first to situating towards "the difficult question of providing primary schooling for the lower classes," "very little," said the Court of Directors, "has hitherto been done in Bengal for the education of the mass of the people." It was, therefore, ordered that a scheme should be prepared by the Government of Bengal for "the encouragement of indigenous schools and for the education of the lower classes." Meanwhile occurred in complying with these orders the Bengal Government, under a misapprehension of the meaning of the instructions of the Supreme Government, as well as of the despatch, seems to have supposed that the work was to be done under the rules for grants-in-aid. This misapprehension was not speedily removed; even as late as October 1857, all that had been done was to propose relaxation of the grant-in-aid rules in favour of vernacular schools. The Government of India, however, preferring that these vernacular schools "rear not schools for the masses but schools of a higher order" declined to modify the rules, and referred its decision on a report as to the means to be adopted for the "general education of the people." Further correspondence took place, of which it is needless for me to give a long extract; it may briefly be said that the Lieutenant-Governor of Bengal appears to have held that the idea of educating the masses was "absolutely visionary," and to have been somewhat unwilling to try the experiment. The Government of India, however, in a letter dated 17th May 1859, directed an investigation into the practicability of the undertaking.

Sir Frederick Halliday was succeeded in the Lieutenant-Governorship by Sir John Peter Grant, who, after consulting, not only the officers of the education department, but also several gentlemen who had either "had personal experience in dealing with village schools," or had "always shown an interest in the education and well-being of the people," imparted his views on the subject to the Government of India on the 19th October 1859.

5. "The present object," said Sir John Peter Grant, "is to devise some scheme for the instruction of the lower agricultural classes which may be tried at once experimentally, but shall be capable of easy extension, and be not disjointed to any existing system; suitable to the wants of the people, not calculated to offend their prejudices, and, above all, shall not be attended with immoderate expense, not only at first but when developed to its fullest extent." After duly considering all that could be said for the disparagement of the indigenous pathsalas, and not forgetting even "the ignorance, obstinacy, and prejudice of the gurus," Sir John Peter Grant came to the conclusion that on the encouragement and improvement of these institutions lay the solution of the problem before him. I need not here enter into details of the system which was suggested; I entirely mention that the encouragement of grazing schools was aimed at rather than the immediate establishment of new ones; the new efficiency was to be attained not so much by outlay (which, I may remark that the Lieutenant-Governor allowed one inspecting officer for 25 pathsalas), as by the bestowal of substantial rewards. There are some points in which the scheme proposed by Sir John Peter Grant differs from the intro[illegible] by Sir George Campbell, but they arise in many details and especially in the great principle that the indigenous system of primary schooling should not be uprooted, but should be encouraged and improved.

The last plan of Sir John Peter Grant's evidence appears to have been made to Dundas by Mr. Woodrow, with the aid of one Deputy-inspector. Mr. Woodrow had from certain rules for the delivery of regular gratuities, and these were equally in direct accordance with Sir John Peter Grant's views. The gains were not to be commonly spread, nor were they to be rewarded with, rewards (this were a long but a single stroke), such a sum of rewards, as had by which the gains, the best scholarship to be awarded, were to be equally distributed. Mr. Woodrow, however, introduced no superior probationers, he asked for a prize and provided, that to study for a year at the normal school. During this period of study expenses of £1. 5 each were given, and bursaries of £10 each, in addition of £1. 10 each, two bursaries were applied to the compulsory charge of the pupilage. It is right to say that the modification of the original scheme was not made, I have been informed, without a struggle. Sir John Peter Grant still indeed persisted, that there should be no normal school, but this was become by thought nothing, for then a normal school for every district would suffice.

6. Dundas came forward, and Mr. Woodrow was of opinion that with this he could have a tolerably safe ally in the operations. The plan was highly approved by the Director of Education, who seconded the introduction of the normal school, and thought it a valuable addition to the Lower-Canadian system of education. On the other hand, Mr. Atkinson thought that the model schools suggested by Sir John Peter Grant spoke, as "models," be of doubtful value. He therefore, in recommending to Government the establishment of operations on "Models and Dunas," stated that Mr. Woodrow's plan "will be adopted," and that a training school should be established in each district for the model schools. In the arrangements held out by Mr. Woodrow's plan to the pupils, Mr. Atkinson proposed to add a fixed stipend of £1. 1 per annum, to be given to every pupil, who at the end of his year of training was proved by examination to be competent, and was generally satisfied the superintendent of Normal Schools, who, by the time referred, Sir John Peter Grant, approved of Mr. Atkinson's suggestion, and authorized the immediate introduction of the scheme, with the modifications into the districts of Bordeaux, Dunas, and Nadeau.

7. I am of course open to correction, but I do not think that the scheme thus modified was ever really tried. It appears to have been discovered in Montreal that the pupils could not attend the normal schools, and that the villagers would not send their young people to represent them. It was later suspected that the system of rewards adopted by Mr. Woodrow, was too complicated, and the payment of small sums would be preferable. Further, it was deemed advisable that the villagers who constituted their future gains as well as their future gains themselves, should find those gains by local agreements. This scheme was changed accordingly, and the sum of elements of the proposed gain was fixed at Rs. 6 per annum, Dalhousie Dey Mosaique, the superintendent of an additional inspector to superintend the working of the experiment. Very little was now left of Sir John Peter Grant's scheme, and in the administrative improvements the original purpose of educating the "lower classes" had almost been lost sight of in the pursuit of economy.

8. At the early period of the subsequent in Dundas there were enrolled under it, was the agreement, 1,000 scholars to give their own gains, while but 33 could only make their mark, and the 78 pupils of the training school, 57 attained to persons of the higher class, 25 had been pupils of Eastern, Canadian schools, or other schools, only 11 had been pupils before.

9. There being, which appears to me to show that the schools and normal schools experiment, my opinion of Dundas Dey Mosaique in the first and third of [illegible]

of the system of the improvement of the race of Hindoos which prefer it," and are "no longer a pressure on his salary."

16. The Deputy Inspector at Kishnagar, however, seems from the report to have had his misgivings. The "Laundry" submitted the following remark: "It is very rare of Brahmins to get apprentice lads to be placed by the village, the respectable classes only, and, as yet, have far least to do the model; in such cases it is their interest, however, to get well educated pupils for the pathsalas and not such lads merely as will be able to impart simple and practical education to the children of the poor." Taking all the circumstances, it is not surprising that a native in one of the training schools should remark that "the whole moral education appears to be a thing altogether different being and far superior to the ordinary pathsalas."

17. "No longer was it desired to improve the pathsalas, pathsals and to encourage the poor, but to encourage the poor and to establish for him a new, a higher style and better education. The consequence was that those new pathsalas, which had originally been intend for the lower classes, were at once "taken possession of and monopolised" to use Mr. Atkinson's own words, "by classes who stand higher in the social scale."

18. "Mr. Adam evidently had the original above here, had sight of, that though the Court of Directors, the Government of India, and Sir John Peter Grant, were all of opinion that the joint-stock system was inapplicable to schools for the lower classes, we find Babu Hari Dey M. Kanjee, in his report for 1861-62, was himself deliberately to prove the "perfect identity" of the principle of the school which he was working with that of the great-hearted system, viz. "offering help to those only who help themselves." "The pathsalas", Mr. H. L. Harris remarks in his report for the same year, "were intended to be schools for the education of the masses; but that warmest advocate would not, I conceive, deny that they were not at great pains to attracting the class; but, on the other hand, that they have been filled with the very same class which forms the bulk of aided and other schools." Even in that year a pupil from one of the improved pathsalas had succeeded in carrying a vernacular scholarship. The late Mr. Martin, in his report for the same year, observes as follows:—"the new system for the education of elementary vernacular schools was, I believe, primarily designed for the instruction of the mass, but up to this time, so far as I am aware, the mass has been scarcely reached. My remarks are strictly limited to lessons, for my experience extends no further. In this respect the new system has been a complete failure. It has attracted the children of the middle class, and the mass remain almost as untouched as before."

19. In the same year's report Babu Horat Chandra Banerjee, Deputy Inspector of the Burdwan circle, suggested, over that he thinks should be offered for Bengali education through the pathsalas. "Hitherto, unfortunately," he observes in addressing Babu Hari Dey M. Kanjee, "so far as we do here, what is but too well known to you, that as most of the boys in these pathsalas belong to the higher and middle classes and a very few only to the lower, as upper-boarders need be interested as to their not being able to avail themselves of any concessions made to them by Government for their subsequent scientific or an English school."

20. It would be a mere waste of the time of both writer and reader for me to multiply quotations. Enough nothing would be easier than for me to do so, it is perfectly well known to all those educational officers who have had to deal with the pathsalas established on Babu Hari Dey Mookerjee's plan, that as schools for the masses they have failed.

XII. Notwithstanding the labour, they appear to have given attention to the development of the land, which seems willing to have yielded to the general state of the others due to the extent to which they have fulfilled their purpose. The return was obtained at Kingston and other districts in the north, and another special inspector, Mr. Lieut. Kinnear, Montreal, was appointed to supervise in reading.

XIII. I have no experience of these matters, and the published reports on these year examinations, with information, since these were established in these districts for the first time, serve to give me information. How far this was due to difference in the mode of treatment adopted by different officers, I am unable to judge; I have no doubt that the same reason, too, that there were in these districts far more persons of the "Middle classes" than in the districts in which the experiment was first tried. The general returns show the following figures:—

Districts.	Candidates.	Passes.
Niagara	90,024	20,240
Gananoque	101,624	30,000
Midland	113,130	101,604
Hastings	107,324	98,722
Brockville	93,962	90,649
Cobourg		
Simcoe		
Belleville	15,572	30,741
Hamilton		
Niagara		

Even in these northern districts, however, there seem to be indications of the tendency to attract to the populous towns a class of persons who do not attend the "Middle Schools."

XIV. Are, however, lower, of the attempts to provide schools for the year classes, would be incomplete without at least a passing mention of the mode adopted and of the right schools. In Toronto, it must be said that the Board of Public Instruction, instead of dividing the time of one teacher of superior qualification among them, made arrangements for, however, in practice has been found that the residence of their schools has been to "expose" to the temptation of boarding parents and to attend the "Junior Schools." Only in about two districts is there any considerable number of these schools.

XV. Of the eight schools I can only speak with qualified approbation; they are not attractive to the higher classes, but are attended in the majority pupils of the artisan and cultivating classes, especially the former; the schools are in fact of a kind, the aim of each teacher or class of the particular school has been either under or during Compulsory orders. There is however, the very important difference that, as a general rule, the pupils of the eight Industrial schools, I should probably say are much if it exceeded the average age of 14 or 15. The attendance of these eight schools is an excellent sign; where the pupils are, and the advantage of receiving a little knowledge, we may expect to great efficiency in getting over particular difficulties of the same classes. Lower classes, though some eight schools are very good, it is felt that they are in no way substitutes for the lower class Schools. It is also clear that, notwithstanding of these inferior classes, if schools can be conducted as having eight standards required.

XVI. I will give extracts to the Education Department's publication and will point out the reasons which have prevented them from fulfilling the expectations originally formed of them.

XVII. I believe that these reported to very the Night and that the information preferring, which it was

intended to superintend these sewing classes, attended in the "normal" classes were selected by Mr. Tobey, the Dep. Minister, on his frequent visits to the schools, and were sent to Mr. Hill from time to time, and pupils. The pupil-teachers, particularly appear to have responded to various ways, some times a girl was recommended by a teacher in preference, because she had sent her scholars, especially the well-behaved and improved the most, or because the parents of a favored scholar, or a promising pupil, were patronizing the school, or because the education of their pupils, while others were merely prepared as a means to a higher order. In all these cases, however, whether the pupils were selected by and in lieu of teachers, they were mainly supported by the influence of higher and better objectives. The pulling of "the masses" in these schools appears to have been by no means great. Nor contributed little to the cost of whichever institution it had attended, and attended rather on influence than on a sense of right.

(2) As the school was an institution, "the masses" directly, it would appear that it might have been better to subordinate all considerations of time to that of attracting "the masses" to the pupil-teachers. Instead of this, everything appears to have been done to render these schools useful to the better classes. Respectable persons, who by their arrangements rendered themselves personally liable to the trouble of sending their children, were preferred to the pupils of the schools. At first a few girls were induced to come in for instruction, but very soon "female guests," the "teachers" nominees of the respectable villagers, were brought instead; and ultimately some the company of scandalous life the villagers was discovered with. These were guests with a million, which is difficult to know, at most changed their "pupil-teachers" to "scholars," they attended school hours instead of pupil-teachers hours, neglected their duties, and refused the pupil-teachers. Hence, which had always till then formed at least a large part of the constituents of the great majority of the "home school-masters." These matters were communicated to the villagers who had afford to disregard them, as to those who, though poor, were willing to sacrifice something in consideration of the superior education which the new institution afforded; it was not so with "the masses."

(3) I may, perhaps, stand alone in thinking that the normal schools, though, no doubt, they were a great speaking institutions, have done harm. Except for at the very first the girls were always unwilling to enter them; and it never occured that it should be thought to some of maidens age to leave their homes and their schools and undergo a long course of training, at a distance, in the heart of their lives and hearts was to great to be compared with advantage, and I am not surprised to find that the pupils to the normal schools still continue. The men attracted to them, and ultimately, and not as pupil-teachers were not young, and though their acquaintance were appreciated by the educated, they had neither the cost nor the experience of human nature to make them, as they were, work for success, the population of the country. I remember, though, moreover, judging from the specimens of examination papers which I have seen, that the education given to these young persons was not adapted for the kind for adapted for their future work.

(4) The plan of giving a final stipend at the latter session, was not good. It became merely a pecuniary affair, and resulted, the teacher made the pecuniary of the pupil-teachers, who after all, were the central, and on behalf the growth were interested. The pupils were not as anxious as he should be, to be in the school, or to the satisfaction of his pupil-parents because he knew that "a good

which is "hardly to come under notice without much probability." Why and how it was right in earlier, but not in later instances, were also, should it be felt well, the great subject that the subjects dealt previously did not tend to increase the popularity of the system with the natives.

27. Though from these causes, as I believe, the Villiers Code of Instruction failed in its object, they unquestionably, "gained on the classes to which they were adapted, and in each Sub-Group Campbell (presiding) stated that the Code was adapted for those classes and practically has decided in the hands of those who had previously manifested the thirst for greater profits, and that the Educational Department had gained the confidence of those classes which it had seen the special objects of Government to benefit, greatly blessed of certain settings from provincial funds in order to make a fresh advance to reach the classes." He embodied his opinions and his wishes in the resolution of September 30th 1872.

28. In the broad features, the scheme set forth differs only in some important respects from that proposed by Sir John Peter Grant. It includes provision for general schools and it excludes the special schools. In another important point Sir John Peter Grant's plan is modified; he proposes that the scheme should be carried out by the "Education Department" in administration with the district officers." Sir Geo. Campbell, on the other hand, thought it "only right to be carried out by the influence and aid of the district officers, and that the Education Department should of education, most of necessity be placed under their superintendence."

29. The opponents of Sir George Campbell's scheme have objected that he gave too much power to the officers of Government of individual district officers. "He relies," says Mr. Atkinson, "even, dead on the qualifications of Collectors, no arrangements were made for the inspection of the schools, no rules regulated the conditions under which the subsidies were to be assigned," and so forth. Mr. Atkinson adduces in these premises by a few rather obscure cases in order to prove that in two or three different districts, different modes of procedure were adopted. It seems sufficiently clear that the superiority of the scheme is not proved, and could not have been proved by this line of argument even if it had been much more thoroughly worked out. In order to understand the scope of the scheme, one must never lose sight of the variety of the classes which it was intended to benefit, the diverse caste and religious of Bengal. When Mr. Atkinson, and those who think with him, are reduced to searching the outlying districts, Noakhally, Rangpore, Backergunge, Dinagepore and Khulna, then they are all there, let them expect to obtain no results by such arrangements.

30. Though little weight can be ADDED to the objection, it is still, perhaps, worth while to look into the cases of the districts mentioned by Mr. Atkinson. I have referred to the annual educational report for 1871 in order to find Mr. Clarke's consideration of the rules to which the cases were distributed in Noakhally. I cannot find it, but I find, in the course of the same report, "primary schools in each district, at Noakhally and Cuttack has been tepid." Mr. Clarke's "most sanguine expectations." I have found no reply, by the inspector of the "generally good and thoroughly practical" to which, I presume, Mr. Atkinson alludes. It seems obvious that the very difficulties and obstacles now apply that the cases cited to fairly represent, as opposed, this is, however, beside the question. It is also convinced that the people in a given district which shall be forward, and Mr. Clarke makes no complaint against the care of the "Noakhally low"

[illegible] Is the case of Ireland, it is [illegible] from the fact that it is [illegible] [illegible] standard, when [illegible] [illegible] to apply to Ireland. "The actual [illegible] Highness," said Mr. Gladstone, "there has been [illegible] any difficulties in the [illegible]. Neither on [illegible] the difficulties in Ireland rather [illegible] of the difficulties [illegible] [illegible] [illegible] March 1870 [illegible] 175 in number, and [illegible] 1871 [illegible] 110 were entirely new [illegible], and the deputy inspector reported that, of [illegible] 5,747 were [illegible] [illegible] entirely [illegible] but for the new [illegible] [illegible] [illegible]

near the Department's patronage." It was accordingly, Sir, that I "made no remarks concerning the "1st class," and neither was it intended for one of my duties.

20. It was to as well for me to say how we some-
[illegible]
[illegible]

It appears to me that the plan which I had followed in the earlier operations of striking out a list of the schools, which should, one first which presented most requisites of success, I had required first to be organised, and all in quickly as it could through them, that the scheme I proposed "qualified" were. I preferred this plan to that of "a selected" which I thought would exercise my expectations without disappointing or shocking. In the outset subsidiary, I made it the rule to the youth employed and surrounded, when a change of officers took place, in a deputy employed.

21. Instructions were issued of which the following formed part:—

"The exact nature of the schools which the Lieutenant-Governor desires to be organised, or established, may be learned by means of a careful study of the conditions and grant are must be taken that the funds now assigned are not diverted to schools of any other kind. . . . The conditions which are a understandings to hold to be binding in every case, are those laid down in the first course of pure graph 11. These conditions were that not more than Rs. 3 per mensem of public money should be given to any one school; that the attendance should be equal to at least 40 in any school receiving a pathsala grant; that every pathsala should be open to inspection, and should send in such simple statements as might be required; and that any grant should be liable to suspension or withdrawal if the school were not properly kept up. . . . With reference to other matters, "I continued" a good deal of discretion may properly be given, but must necessarily be given to local officers. For instance, I am a understandings it is a requisite that in every case a permanent house or hut should be provided and set aside for the use purposes of a school. The course pursued shows that the most backward sub-divisions in the district are Mohurganj and Keshabpur, especially the latter. To these subdivisions therefore, I shall allot a larger share of the funds than to others. The sub-divisional officer of Keshabpur, however, will rather considerable disadvantage from the want of central superintendence of the sub-division, and therefore for the present I shall allot less money than I should have given had Mr. Allen been resident. Bhagwan Gola is your Deputy; I will make a many illiterate officer to him. Bhagwan and Chowdanganj are small sub-divisions, and I look upon them as entitles as the least of all."

"I propose to divide the Rs. 2,400, to be spent this year, as follows:—

	Rs.
Mohurganj	500
Keshabpur	[illegible]
Sadiqpur	300
Bhagwan	300
Chowdanganj	240
Bhagwan	240
Total	2,400

"The rest of the 120 I shall retain in my own hands as reserve, for the purpose of dealing with any special cases, and also of providing a small reserve in case any subdivisional officer may find himself able to spend a larger sum than I have allotted. . . . . I recommend to the consideration of officers the suggestions as to the mode of procedure in regard of subsidiary grants in the enclosure, paragraph 11. These suggestions are merely will be adopted,

to be followed exactly, unless it be found necessary to do so, but they are valuable as showing very clearly, though generally, the manner in which the Local and Provincial Boards have been interpreted.

The first step which I wish to take is to ascertain exactly what particulars do exist at present, and what additions should be given to them; the next is to ascertain in what localities new particulars are most required. This is perhaps somewhat the order given in the regulations, but I think that we may generally assume that the particulars now wanting are those most required, and that it is best to go through an actual listing, if we can, before doing much in the way of guess-work.

"I shall be much obliged if sub-divisional officers will at once, after taking all necessary inquiries, prepare for me lists of villages containing pathsalas. In each case should be added how many boards there are in the village, and what and how many pathsalas exist, the number of pupils in each of these pathsalas, and a short note describing the state of the pathsala and the efficiency of the guru. An estimate should also supply the sub-divisional officers recommendations with reference to such pathsala. In a separate list I would like to have a statement of villages of a large extent, or upwards in which there are no pathsalas, and in which the assistance of other persons is willing to make up a portion of the guru's pay in this case also the officer's recommendation should be added. A third list should be given containing such villages as are above described, in which there is no hope of a 'local guru.' In each instance the sub-divisional officer's recommendation regarding a grant should be given. If, after preparing the above three lists, there is any probability of a simple remainder, a further list of smaller villages may be sent. In all cases in which the establishment of new pathsalas is recommended it should be stated whether a guru is likely to be obtainable in the village or not. Those second lists may be sent up separately as they are prepared, but I wish to complete them in the order in which I have referred to them."

31. To the letter which I sent with the instructions, I made the following observations:—"I have gone off in this work generally as possible, as it is very desirable to rely very greatly upon our recommendations. Exposition is also especially required, and I would rather have the possibility that if complete sets cannot be quickly prepared, then wait a little."

32. There are one or two remarks to be made on these orders:—

(1). It may be objected that I was in suggesting local subscriptions, referring to the Zemindar pathsala system. It was so, however, for I referred to gurus by persons who would have no direct interest in the school, such as school committees or managers of Wards' estates. Since, but few cases, such grants have been given.

(2). I did not directly lay down the modes in which, or the persons by whom, the inquiries were to be made. This omission was not intentional. There are four agencies to act sub-divisions, and it is for the sub-divisional officer had many other sources of information, e.g., the police sub-inspectors, who were at least sufficient to give some opinion on the state of a school at this place. But most of the sub-divisional officers did more by personal inspection.

(3). My intention was that it should be left to superior speed at the expense of care. For of course, no opinion that was to be dealt with as complete, but above there was so much to be done, and there's time, it was desirable to dispose of as many cases possible to a third.

(4). The sub-divisional officers set to work with enthusiasm and produced results. The difficulty was where they was done of course varied, in the nature the

[illegible] and [illegible] were [illegible] [illegible] [illegible]

could have said, but so far as we know that they could not, as had all the influence will be the possession of power, gives, and especially, we find a new-born body of statesmen of a higher class than the Inspectorate had nourished. My conclusion therefore is that those of the Inspectorate and Board, and consequently, for not to say who the nearly and best knowledge of the age, understood other and, it seems plain that no amount of superior ability and practical experience possessed by a single man would enough the great advantage. The Education Department, merely by reason of its numerical weakness, could not have effectually had so much to do that it was so that allowed to.

Now this important question may be stated thus what has been the effect of all this? This question I will try and answer, but before I do so, I must protest strongly against generalizations from very narrow experience. To pass the circumstances of one district before Government as a guide to the state of the whole country, is worse than folly. I do not, mind, therefore, that any conclusions I may be enabled to draw, from anything, which I have by of Number. No just conclusions can be obtained merely from mixed information gathered from all quarters.

40. Perhaps the most convenient method to adopt will be to take one by one the difficulties which have been raised to the Ir pathetic; these objections may be reduced to the following :—

(1). The pathetic to which grants have been given, have not improved.

(2). The grants have been given to existing pathetic mainly; and have, therefore, done no good.

(3). As the parents reduce their fees by at least the amount of the grants the grants are no better to them than they were before.

(4). The gurus will not attend the normal schools and are therefore uninspectable.

(5). If the gurus were improvable they would not, when improved, be satisfied with their emoluments.

(6). The Ir pathetic are visited only by the sub-inspectors.

(7). There is no supervision of the sub-inspectors except what the sub-divisional officers can exert.

41.—(1). *The pathetic to which grants have been given have not improved.*—Not a single instance to such even qualified from which this inference could be drawn. It is not reasonable to make a perfectly vague charge of this kind. Mr. Clarke's remarks in Lohardaga only prove the extremely backward state of that district, but this was very well known before and Mr. Woodrow's report for last year shows in some detail what the difficulties in Lohardaga are. Mr. Atkinson's brief experiences in Orissa prove exactly the same sad reluctance in Orissa. The only remark quoted which is really worthy of notice is that of the District Magistrate, who are reported to say that "the masters, pupils, and method of teaching, all remain the same; without improvement either as to quality or quantity." On the other side, I may quote the inspector, who reports from current report for 1871-72, page 82) that "the district magistrate says he has frequently improved them" (?), that "in pathetic" and finds there has been an improvement in them since they were brought under inspection. At first, he says, "the pupils were shy and suspicious, but now they have become delighted, and he finds it impossible to satisfy all applicants for grants."

42. In order to enable us to say that a school has not improved, it is plain that we must have the means of comparing its former with its present state; that, the

[illegible] to have done. I do not myself [illegible] that results have arisen, if the report be true, there are certainly reasons why the public should [illegible] Department. That the inspections, the primary schools [illegible] are not more numerous than Government [illegible] in our great country of four millions, but it ought to be [illegible] that the Government [illegible] towards, that all those things have made no effort in endeavoring to give more energy and activity to the well [illegible] system.

[illegible] It is [illegible] to impossible to expect [illegible] with numerous duties of [illegible] in all departments, but for more than half the time [illegible] have been at work the appointment of new officers has been more or less severely affected by the [illegible]. In this matter the [illegible] of the six sub-[illegible] officers, besides all the head-[illegible] deputy collectors, have been charged in consequence of transfers rendered necessary by the [illegible]. It is even had three special [illegible] [illegible] alone, the time has not been long enough to enable us to effect much. If the Education Department [illegible] to follow in its footsteps, improve the system we could [illegible] as many at least as a year or two, to enjoy the results of [illegible] larger experiments. Indeed, I am convinced that one of the main causes of the Department's failure has been [illegible] impatience for improved results. Now we [illegible] very rapid success were in a comparatively [illegible] [illegible] [illegible] [illegible] in a highly [illegible] [illegible] [illegible] [illegible]

unaided pathsalas with 4,903 pupils. In the following year progress was after the introduction of the new scheme. There were then aided pathsalas with 10,164 pupils; four years later, from a total of 101 pathsalas of all sorts with 3,177 pupils, in the interval four years later had risen to 2,017 pathsalas with 52,817 pupils. At the unaided pathsalas there 93 with 700 pupils are referred; the cause is thus—Orders were given that in the preparation of the schedule for the next year no attempt was to be made to count those which died up. "The first Lesson." The Director—unaided—of 4,670 were before the end of the year, only 700 forms were treated, so as to interest we find there be not statistics from only 53 unaided pathsalas. In reality, however, we know that at the end of the year there were in the sudden subsidiaries some 53 unaided pathsalas with 1,418 pupils, in Mohurgunj there were 47 unaided pathsalas with about 1,000 pupils. Probably the whole number in the district is not much short of 500 pathsalas containing from 6,000 to 8,000 pupils. Suppose it to be even 200 with 4,000 or 5,000 pupils, we have even then the remarkable result that in the course of two years the number of schools has increased by nearly four-fold, while the number of pupils has more than doubled. It is quite possible that were unaided schools had escaped notice in 1872, but probably the number was not very large.

46. I think that these figures must be pronounced very satisfactory; even though we make ample allowance for errors, they show clearly that either the parents or the villagers, or both, have demonstrated their desire for the social action of Government. It is possible that the effect of this encouragement may be exaggerated if we do not allow for more money or changes our system; but even if it be so, we have reason to hope well of the future, since we can now see that it is not so difficult as had been supposed to get the children to come to school.

57. (vii). *As the parents evince their sense of the amount of the grant, the grants are no better off than they were before.*—I pass over the issue of these grants who are still actually to hand, because (1) I am slow to believe in them, and (2) if there are any, all that the grants have to do is to assign their quarter bill. It is even certain that since the time Government set the least against the parents of pupils have everywhere done their best to avoid paying their fees. In reading the annual reports I was been struck with the fact that this complaint is especially heard in the backward districts; in Midnapore it is chiefly to be heard in the more backward subdivisions. It is to be regretted that the means, where we are to enlighten and to educate, are not more liberal than they are; but the fact is so, and must be accepted.

58. Not now, however, for the first time in the history of vernacular education in Bengal does the difficulty of fees have prominently the same with the Department for unaided pathsalas. In the annual report for 1864-65, Deputy Inspector Baboo Sonar Chandra Chatterjee says of the Burdwan circle: "Out the question of fees is a fertile source of dispute between the tutors and villagers and so far decline. Deputations have frequently made to the former on this account, and indeed the Deputy Inspector was not only interfering in the matter." The Deputy Inspector of the Kishnaghur circle writes as follows:—"All the tutors in this subdivision complain that the villagers do not pay the educating fees regularly, and instead that were never able to enforce upon them for the punctual realization of the fees. In" "Our pathsala pupils," says the Deputy Inspector of the Dinagpur circle, "have improved, not only in regard to their literary acquirements, but also in their behaviour, carriage, and conversation. These unaided pathsalas in their actually site, are not as yet practically appreciated by

the people, inasmuch as the school in which their children and wards receive it, not only very inadequately but very unwillingly pay for it. The villagers almost without exception are ill all in respect to money matters, and the consequence is, I fear, that little educational are seldom valued and never loved."

In the annual report for 1866-67, the Deputy Inspector of the Hooghlee circle says that "the villagers withhold with unanimous consent from teachers, contributions deemed to be extracts, if, and appropriated by the Government." In the annual report for 1867-68 the Deputy Inspector of Burdwan writes as follows:—"The people seem loath that it is the interest of the teachers to have their sons at school, as they are welcome whether they pay fees or not. Thus they delay paying fees month to month, and when the amount has become large they refuse to pay at all. If the boys are then excluded from the school, the teachers lose the Government allowance." The Deputy Inspector of Central Burdwan speaks of the natural tendency of the people to defer payment of schooling fees to as late a date as possible, and then to shrink from payment at all. He goes on to say that the parents of scholars seldom give themselves any trouble as to what the teacher gets, and if he himself is at all tired in trying to realise his due from the villagers, it is too to say that he will be obliged to shut up his school, and lose even his allowance of Rs. 5 a month from Government. The well-conditioned of is getting more and more serious every year, and it seems to convert the village schools into a kind of voluntary institutions wholly supported by the poor.

46. The Education Department prides itself, and with reason, on the night schools, but what proportion does the income from fees bear to the expenditure from Government funds? Last year to the district Government paid Rs. 1,810, while the realisations were Rs. 98. The fact will probably come out that the early aided pathsalas actually collect in the Central a better proportion of their income from their fees than the Department's pathsalas do. Taking the day pathsalas only, and excluding "gurú training classes," we have, at the cost of the Department's pathsalas, an income from Government of Rs. 1,008, and from fees of Rs. 1,274; the early aided pathsalas obtained from Government Rs. 1,277, and from fees Rs. 1,671. If the comparison be made between all the departmental primary schools taken together and all the early aided primary schools taken together, the comparison will be still more unfavorable to the former. It is a notorious fact that as a rule in the Hooghlee district "agreements" are a dead letter, and that any attempt to enforce them, except in some of the most advanced places would cause the destruction of the schools.

47. It is obvious that to speak of the fee difficulty as if it were peculiar to the early aided pathsalas is most unjust, so far from the reproach being especially applicable to them, it might be a matter of surprise and congratulation (at least so our friends) that the fees have been collected at all. Mr. Wheeler, the late Mr. Martin, and Baboo Bihi Der Mukerjee, have still all along that Government must pay for the education of the poorest; and it is not surprising that they have held this opinion, since a poor man is depriving himself of the services of his son when he sends him to school, exercises an amount of self-denial, which, as a discouragement, far exceeds the payment of fees.

48. The unanimity of the testimony certainly shows that the villagers have actually reduced their contributions in the shape of fees; but without much more definite proof than we have before us, I should be disposed to believe that in many cases such fees as a general rule, the best have been received, for as much as the amount of the grant. The Additional Deputy Inspector of Hooghlee to

in his report for 1872-73, estimated that the average income from fees in state schools, under the new orders, was Rs. 1-8, and in each of the particulars which he had recommended for grants in aid it would be much less than Rs. 1-8. It is possible that the income of the future may be originally rather less than that of the latter; but it is very unlikely that the difference will ever be very great, and, at any rate, it is obvious that if grants of Rs. 1-8 could have been given, the recommended particulars, the revenue of the gurus must have improved even if every pice of fees had been withdrawn.

In one instance, of which I have been informed by the deputy inspector, and it is the only case of which I am aware from personal knowledge, the guru complained that the people had withdrawn all payments. It was found, however, (1) that his pecuniary income was below Rs. 1-8, and (2) that the villagers were willing to give him the "sesha," or contribution from each of one day's food in each month.

52. I have said above that the new test that pupils have multiplied above that either the guru or the villagers, or both, have been encouraged. I think I may go further, and say that undoubtedly the gurus have. They have, in at least the great majority of cases, obtained some increase in the amount of their income; in every case they have obtained the advantages, which is not trifling, of permanency, so long as they remain tolerably efficient.

53. The reluctance to pay fees must be expected, and must be enforced for some time to come. When education is valued more than it now is in backward places the position of the guru will become firm, and he will be able to insist on the payment of the fees, even now that is the case with both old and new pupils in advanced localities. For the present, it may be said that the collection of fees from parents is likely to be better, if we adopt a system of payment by results, than under a system of fixed stipends. If we adhere to the latter we must keep the grants as low as to show the people that Government does not intend to bear the whole cost of the patronage, and we must in extreme cases, in which the people will not pay anything, transfer the grants to other gurus of the same class if we can find them, who may be willing to pay. In the meantime let us consider that many an educated native gentleman owes almost his entire education to schoolmasters, and be an expensive college supported (to the extent of three quarters or more) by Government funds, let us refrain too hastily of us who trace our loss to modern elementary education, and do not let us shout at the remissness of the Bengali peasant when he wishes to save his scanty pence the expense of providing for the education of his son, the loss of which we ourselves in our youth so light care.

54.—(1). *The gurus and our school-masters are not* [illegible] The only question, which seems to me to follow from the premises is that the normal schools are substantially institutions for the improvement of the gurus. I cannot imagine why the gurus are to be favoured in this merely because they do not seem to be improved in the only way which the eight rules of the Department have given (upon paper) to them. Every hear of the "incomparable guru" (which, not being mentioned at an article which appeared some years ago, I think, in the *Bengal Magazine*) on a parody of some questions which had recently been sent round regarding the "Bengalee Graduate." The Board of Revenue was represented, in the article, as having circulated a series of queries on the subject of some new species of antiquity. A sub-divisional officer, who had (we had been informed) been fortunate among such after he to present at the dinning out and entertainment of an officer, was asked to make an ex for his report. Among other particulars he was asked

whether the alligator was capable of domestication, and capable of existence. The officer replied that he had been unable to domesticate the specimen, and that the existing circumstances had prevented him from observing his habits and habitat. The point seems to me to be in a position much resembling that of the alligator; he has probably been domesticated, but, finally, the Department has sought to do him a kind of destiny less rather than little like and make him happy. The alligator was in no sense free to be pitied, for the nature of the calling was not adapted to his disposition.

(6) Not only has nothing been done for the grants, but many hard influential and free saying papers have been drawn away from them by the superior attractions of the schools established in opposition. It is scarcely easy to be wise after the event, but, as I have already said, I cannot help thinking that it might well have been foreseen that the separation from the comparatively independent, and fairly ordinary life in the recitations of a long course of study at a distant school must be irksome and distasteful to the sixteen to a grant of scholarship the difficulty which I feel is not to account for failure, but to understand how success could have been expected. Though the grants would not be competed in the manner contended for them, it is difficult to believe that they are so unlike the majority of the scholarships as to be absolute incapable of progress. Further on I shall suggest a scheme which might, perhaps have a favorable effect for some time. I may note that with regular improvement in the remission from the pathetic position of scholarships of boarding might surely be reduced as time. The whole-fee charged by Mr. Atkinson must be indeed conservative if having once tested the pleasure of receiving Rs 60 per annum in hard cash, he would readily resign it rather than abandon the charm of the place stole.

(7) If, in some cases, they would not, when [illegible] [illegible] [illegible]

within number 240 be not sufficient and adequate to do it during the past year alone? But eleven would be the equal of the inspector. If it were exercise I cannot know. Mr Charles seems to think, that the inspectors are too sedentary. How that may be is a point, which I do not know. Some of them have two tribes to keep in employment; Mr. Woodrow has seven to keep all personally, and I believe some of them who are among the most active of the best masters of ragged schools. There is little reason to suppose that schools should be added to their selection on such grounds. My other subscriptions were 40 in my single parish, and I should not expect that to change of the great in the time would materially alter the number of the others. If all that Mr. Charles asserts is true, the schools were not visited by the Deputy Inspector, the Minister of the inspector, whatever it may be, must get with that officer and have it not done in the objection.

88—97. *There is no supervision of the subordinate errors what the subordinate errors are.* It would help us to estimate the value of this objection, if we had any means of knowing what supervision beyond the compilation of the formal return, which is called a diary, has been exerted by the inspectors of late years. For, to it from me to apply a word of reproach to those city and corporate men, it is no reproach to them to have been unable to have applied to those illegal, but when the right has generally much to the present system, I cannot help inquiring in what respect it is worse than that which preceded it. I myself have long thought that the deputy inspectors were not sufficiently supervised, and I long ago sent up some suggestions, then, certainly, as the subject as the Commissioner. Is, I believe, yet that is Mr. Woodrow, but I have heard nothing more of them. I wish to have, because the formal table, a memorandum showing exactly what the inspectors officer does in each school. This note is to be the number of hours spent in inspection is not sufficient; it may be said, I agree, that a skilful inspector will not be expected to go back as one of the minutes of will in a day, but I have not observed in reports that the deputy inspectors have to do in this inability of inspection on the contrary, I have so unfortunately seen instances in which the inspectors officers have made very hasty and partial inspections, and seemed that they would supplement things in some future occasion. The system of tickets adopted by some inspectors officers, seems, I fear, extremely hasty. The travelling expenses of the inspecting officers to an extent which appears sometimes excessive. All this however, applies less forcibly to the present than to the past arrangements, when provisions were generally smaller than they now are.

98. It is impossible to deny that the subordinate officers have done much service in the matter of supervision. Mr. Charles is just, but we must know how, when we admit that the schools gain greatly by the supervision of the subordinate officers. These officers know these schools and they have been so invaluable check to many men in the two gold schoolmasters. Mr. Charles goes so far, I believe, as to say, that the inspection of all the subordinate officers, whose inspection was with anything, more before Sir George Campbell's orders were issued." This is a fault, of course, that is more shall be allowed to Sir George Campbell's schools and policy, which is not justly to the part, I cannot repeat a doubt whether Mr. Charles or any other educational officer, would seriously assert that the inspection was, if the Department had previously received from subordinate officers was in any way to be compared with the service done to schoolmasters officers of the subordinate since the orders were issued. Subordinate officers were useful useful to the Department, and was always generally acknowledged, but the assistance which received in inspection

the whole is full of "friend or enemy" in the inspectorial reports, one is partially different (thing from the effective performance, or what has become one of the most interesting parts of our duty). In a few words, I venture to assert that the supervision over the theory, loss of interesting subjects, therefore, thought of, has not for years been so efficient as it is now. I have no cause to suppose that it was wherever in any of the fully and detailed fashion.

10. To end on a merry, my report on the schools taken under the orders of 30th December 1872 is (1) that we have taken the first step towards improvement in that we have brought the instructors to be improved under our control; (2) that we have already improved the position of, and encouraged, the long neglected class of teachers in those institutions; (3) that we have increased the number of such institutions; (4) that we have at length really begun to spend in good Government money in educating classes which have hitherto been left almost entirely to take care of themselves. What we have yet to do is to improve our pathasalas as well as we can, and to ascertain by experience how we can do more to improve them, and encourage the gurus to teach and the lower classes to learn.

11. So far as I can discover from the somewhat inconsistent views before me, the Director and his two most experienced inspector proposes, as the first step, to abolish the pathasalas and to substitute for them pathasalas on the approved plan. It is true that Mr. Clarke in one place says that he is "very unwilling to stop any of these primary schools," but that he believes that under the fostering care of the Department they may be improved up to the D pathasala standard; but, on the other hand, in another place, he suggests that in lieu of the primary grant might be abolished without any breach of faith, and an equal sum spent, with great relief to the inspecting department, in founding half the number of new D pathasalas. Thus the very first question is not how the indigenous schools are to be encouraged and raised, but how they are to be got rid of as quickly and easily as the work of the last year and a half is to be undone. Now, if the work had been a failure, I can quite see that few or none would have objected to our retracing our steps. But it was a failure? Perhaps the following extracts by competent officers may assist in forming a judgment:—

"The new system of education which was brought into operation during the year and with very considerable success . . . . . The large emphasis given to this system had most to do in bringing about the positive increase in the numbers of schools and scholars which has taken place."—Baboo Jibon Krishna Mookerjee's report on the Hooghly circle for 1872-73. . . . "There is a very large amount of truth in the assertion," says another writer, "though I do not consider that it forms any serious impeachment of the system and value of the great grant for pathasalas on 30th September 1872. I cannot believe that so large a sum of Government money has been spent on the sum of schools without imparting a great amount to primary education. We have certainly got a large number of gurus teaching who would not be teaching but for the grant of 30th September 1872. . . . We have also a large number of gurus coming up for boys and starting schools in hopes of getting their share of Government pay. Of the younger boys who have been brought in beginners into the new pathasalas, I must believe that, prior to the date, 31st March 1873, a large number would not have continued their education at all, or, at the new rate, ... And by encouraging these boys? I, at least, previously constituting some number of boys, "a large number to be educated, we have made a great step in improving their education further. We have now got them where we can get at them."—

(Mr. Clarke's report on Chittagong for 1872-73.) A third writer says that "a system of primary education, simple and even crude at present, but capable of some improvement, has been started in every district; and if the state of the public finances should allow of the appropriation of funds in future years for the improved extension and development of what day some have spoken there seems no reason to doubt that elementary instruction may be diffused to a great extent widely among the vast rural population of Bengal."—(Mr. Atkinson's educational report for 1870-71.) Supported by the above opinions, I cannot, I think, be wrong in my plea for our action that limited amount of income which was to be achieved with such limited resources and to so short a time as we had at our disposal.

62. It may, however, be argued that though a certain amount of success may be granted to us with more might have been attached; and more may be expected in the future, by the adoption of the D pathsala scheme. This latter point need not be argued, the latter is of great importance.

63. I have already shewn that the D pathsalas, wherever good they have done, had however, conditions, their general management has been, have not answered the purpose for which they were originally intended, and that the only effect which they have had upon the indigenous schools has been to deprive them of much of the aid and support of the middle and better classes. In truth the D pathsalas and the B pathsalas are not schools of the same rank, nor are their made use of by the same classes of people. This is admitted by Mr. Clarke, and in fact is self-evidentiated is possible.

64. It has been asserted, with more pretension than reason that a D pathsala is necessarily better than an B pathsala; It has than been seriously argued that D is therefore more desirable at every one to have a D than an B pathsala. The fact is, that many of the pupils prefer the B pathsala to the D. In the town of Noakhali, for example I am informed that the Kandamath pathsala was established some 60 or 70 years ago. Up to the time when the Bhin Dev school came into operation the pathsala used to be attended in large numbers by Brahmins, Kayastha and others, acquiring the rudiments of their education, as well as by the sons of petty shopkeepers and others who required no higher instruction. When Bhin Dev in D pathsalas were established, the boys of the former class at once went away to them, while those of the latter continued. Now 70 to 80 boys are still to be found in this pathsala. In another part of Sandipore (in Noakhali) there is one calling itself a pathsala of the class, one of whose students about 70 boys, of whom attending the sheep and goat (amongst) schools in that town. In my notes on the annual report for last year I mentioned two typical examples, respectively of the D pathsala and of the indigenous pathsala which I view in the same village; the one was a new little school, accommodated in a secular's house, attended by some 30 or 40 neat and well dressed pupils, and presided over by a respectable guru; the other was held in the open air, and comprised an ill-fed guru and some 40 scrubby-looking little boys. It is needless to say that the former was a D pathsala drawing Rs. 6 from "Government" and a suitable residence; while the latter was a "miserable" school supporting itself in a squalid condition without any Government aid.

65. It is evident that at least for the lower classes, these indigenous pathsalas possess some attraction which the D pathsalas do not possess. The attractions are those, perhaps, certainly, and farms say, though where they do, moral authority are better than the gurus do, and of the nature of up to which manner; they do not require their pupils to spend money on books; they sit at the most convenient hours of the day; they consent to take a considerable part of their

[illegible] and hardly [illegible] be surprised the people are satisfied in their minds. Mr. Chase [illegible] that [illegible] the Madrassee particular [illegible] the [illegible] classes, implying, however, that the proportion of boys of the school-going age is nearly equal to the number of boys [illegible] that about one out of eight goes to Nadrisa, so [illegible] surprised at that; one would not expect the very lowest would be the first to rush to the school. But it is certain that at least in these advanced districts we [illegible] is much more the average than that the D pathsalas have drawn one of the best proofs of this is that the proportion of Mussulmans attending them is much greater.

108. At the close of the year 1870-71 we had in the D pathsalas 7,969 Mussulman boys, to 4,844 Hindoos; in the following year the proportion was 7,09 to 5,011; in the eight schools it was 3,01 to 4,11; and in the 20 unaided schools which gave returns it was 2,04 to 3,05. If we take the earlier and later returns for 1872-73, we find in the new pathsalas 97 Mussulmans out of a total of 222 scholars, while in the D pathsalas there were 6 out of 106. I take the figures of 1870-71, as I have not similar information with reference to Dacca.

109. There can be no doubt that Mr. Woodrow is correct in his remark regarding the Bhoodeeyo division that "the [illegible] has been thrown wider, and has included a greater number of little boys." I could easily show, from the Director's annual report for 1872, that this division does not stand alone in this respect. Now it seems to me, that as a matter of the simplest justice to the millions of Mussulmans in Bengal, we cannot not to abandon hastily the primitive institutions which appear to be approved by them.

110. Mr. Clarke thinks that in Jessore the D pathsalas are so popular that the Deputy Inspector thinks he could start 500 of them at once if he had the money. It is quite possible that he could, and the expansion is at once checked for a [illegible] the [illegible] given showing the number of Madrassas and Kayas in that district. But my arguments have been run, and my opposite to the statements of the school and authorities have been run, if I have not proved that the D pathsalas, however good in themselves, cannot be substituted for those which we have to-day.

111. The last question is whether these primary schools should be placed under the Department. Now, though I fully believe that there are officers in the Department who would appreciate and endeavour to carry out exactly the wishes of Government, I do not advise that the change shall be made. I say this (1) because the policy [illegible] the Director General's measures appears not to [illegible] itself to the Director and other important officers of the Department, and (2) because I believe it to be probable that the present staff of Inspectors, or anything near it, would discharge the duty of supervising primary schools.

112. As I, I think, for the sake of Bengal, and those who think with them regard the question from a point of view very different from that adopted by the officers to whom I have referred. The administrative officers feel most keenly the very day's experience through the Sub Jesse to those [illegible] the school inspector produces no only [illegible] of improvement, but [illegible] the great mass of the people [illegible] to [illegible] and [illegible] the [illegible] to [illegible] to [illegible] to [illegible] [illegible] [illegible]

interest not remote. The latter would seldom be left waiting and unfinished attempts (except through nothing) the former would regard them as proposals to set up positive work.

"7. As an instance of this sort of feeling, it is taken a reason in Mr. Clarke's report on the Cambridge division (p. 1861-62). "The fact is," he argues, "that if we have all the public schools we have got, the number of pupils of a class like the primary, will fall to a very considerable extent, that the general standard of education will be substantially raised thereby." The strange confusion of independent financial in Mr. Clarke's mind may be difficult to ascertain, the good reasoning which it connected in these two phases is manifest. Beyond a certain limit, the extension of primary education is a positive evil, and that he considers that limit to have been reached already. I should have supposed that there had been some serious mistake in the sentence. If I had not been acquainted with some Cambridge elsewhere, I should think I am unable to form any conceivable way in which the standard of education "would be raised thereby" or left unraised, and possibly this inability may have led me to misconstrue the phrase. It seems needless, however, seriously to argue that we ought not to keep down the number of our primary schools but we should some other schools which, it would seem, should subsist between the number of pupils in the various grades. If the object of Government is really to promote the education of "the masses," no theory can be entertained of which a consequence is indifference to the number of "the masses" at school under the supervision of Government officers.

"8. The difficulties arising from the physical impossibility of the inspector's going through the work is of much importance. This difficulty is not merely my own, but is shared by Mr. Woodrow, whose long and special experience in primary educational matters his public has caused. "The primary education of a nation is so vast a work that it is best administered by the local executive authorities." In another place he says that "primary education sooner or later must have fallen into the hands of the local executive authorities," because of the difficulties arising from the large force of sub-inspectors which would be required for efficient supervision. The action that primary schools enough to meet the wants of more than 10 millions of people living in towns occupying over nearly 50,000 square miles (the case of Mr. Clarke's charge), can be adequately looked after by one inspector, inspector who has under him other schools of all grades, seems improbable indeed? It is possible, though extremely unlikely, that the inspector could devote so much time to primary education as all the district and subsidiary schools put together; but experience has taught me, from the local knowledge, or distribute himself sufficiently over the localities. If the primary education be made over to the department, it must fall entirely into the hands of the deputy inspector, whose business will be greatly enlarged, and who, being present to be trusted without local supervision, cannot be got without high pay.

"9. It has been suggested that the inspecting staff should be much strengthened, but that for officers on low pay should be substituted others competent to inspect the superior school schools. It seems to me unnecessary to state that the inspecting staff must be largely increased, it is obviously impossible that an inspecting officer can (if paid to visit schools), a task which it seems from Mr. Clarke's charge cost at least two persons are required to perform. In this district we are better off; I have one deputy inspector for the whole district, and one sub-inspector for each of the six sub-divisions. The sub-inspector of the smaller subdivisions does not know English, but imposes only certain

the examinations should be on reading, writing, arithmetic, both written and mental, and elementary history, and geography. I should not allow boys from those schools to compete for the provincial scholarships in cases in which school of a higher class might be accessible. The examinations might be held annually at each educational head-quarters, and the boys who did fairly might be placed in three divisions. Pay to the gurus remuneration would depend on the results of these examinations.

25. The primary scholarships I would retain as at present with the exception that I would have these competitively open without restricting as to caste, &c. I would divide the boys who reached a certain standard into three classes, and I would award the gurus according to the results.

26. I would allow boys from unaided schools to attend either of these examinations, and for this purpose such unaided schools might be classified by the educational officer as a "preparatory school" or a pathsala."

27. A portion of the guru's remuneration I would award according to the results of the inspections of the pathsala or preparatory school, as the case might be, adopting with some exceptions Mr. Woodrow's standards, and adjusting, as he would propose, the award for each standard in accordance with local circumstances. In addition to the above, I would give a small pecuniary allowance to gurus who had received certificates of reaching certain standards. To the case of the 3 pathsalas for instance, I would have three grades of certificates, and would require every pathsala guru to obtain, by examination, a third grade certificate before qualifying him to receive results by results. In his passing the examination we might provide him with any books which he might require to prepare for the second grade standard; on passing into the second grade a small monthly allowance might be given him together with such books, if any, as he might require for the first, and so on.

28. For the external supervision of these primary schools, I did not, I should have at least one head-guru for every 10 or 20 schools, who as business it would be to visit carefully every school at least once in each month, and to report on its condition, as well as to assist with his advice any of the gurus who might wish to study with the view of obtaining promotion. This department and such other experts would visit the pathsalas as at present; they could at least set a sufficient number of these to test the head-guru's work. For the post of head-guru I am perfectly certain that I could get competent men for salaries of Rs. 15 rising to Rs. 20 per mensem, and Rs. 5 for travelling allowance. Many of the best teachers in the vernacular schools would be good enough such appointments; and they might also be used as a reserve particularly efficient masters of preparatory schools or gurus of pathsalas.

29. I have given this rough sketch of a plan which, after much reflection and discussion with the deputy inspector, I have come to think best suited to the circumstances of this district, though it might not be adapted to others. I have no doubt that there are matters in which it might be improved, but it seems to me to present this merit, that absolutely perfect point-to-point accuracy would be discouraged, and that the fitness requisite to improvement and increased efficiency would be provided at every step. It has certainly been a defect of the "Bhaj" that the gurus have had nothing to look forward to. If, as I hope, we can put forward this scheme as perfect, it will be a stimulus to all localities.

30. I now come to the last point connected with the Pathsalas. Most persons will agree in thinking it desirable that a system should be made better and more easily to be involved and evolved. It is not merely difficult, but absolutely impossible to deal with the pathsalas of each quarter, notwithstanding to give a matter is incomplete

with efficiency. On the other hand, I do not consider the fact that there is some overlapping and duplicating of local work is an argument against it. It is also desirable that when we, the people, complain to the minister of the office but unable to get redress there, the place which he should go to, at least until they have had a proper trial. It is clearly necessary that the officers to carry out this work in the more outlying districts should be [illegible] in the service. The chief purpose is opposed to me that a wide and [illegible] of all [illegible] officers and a certain right of promotion would be [illegible] to the service of [illegible] to the district, combining with the local officers, comparing the different systems [illegible] and producing evidence which might be adopted as final until [illegible] might be called for by unusual circumstances.

86. The question may be made that this should have been done before the scheme was started at all by Sir George Campbell; I think not, for we had no experience to guide us.

87. There are two more general questions which do not appear to me immediately connected with the whole scheme discussion, but which, as they have been incidentally alluded to by Mr. Atkinson in the offices which he spoke of, I feel that I ought to touch, however briefly. These are (1) the [illegible] of committees, and (2) the relations between the Education Department and the general administration.

88. My view of committees is that they are much more useful when their sphere of action is small than when it is large. I think that in the management of a single institution a committee is efficient enough, though even in that case there is a strong tendency in the members to depend upon some one person of superior knowledge or energy. But I do not think that a committee is adapted for the administration of a large trust like a district, or even a sub-division, not one of the members, though he may be really a "friend of education," knows the wants profoundly, most have only their own respective neighbourhoods, or at best but small portions of the district. Do what we also as part of the district may be organised, many members must be appointed, this makes the committee too cumbrous to be useful, and besides, even then, there are only two members for the neighbourhood and the deputy inspector who possesses knowledge enough to enable them to compare different localities.

91. With regard to the connection of the Education Department with the general administration, my opinion is that it should in some way be maintained. The policy and remedy of Sir George Campbell, which the Government forgiven, has been gradually to change the district officer in Bengal into the head of the district, administration and the representative of Government in the district. The overvalue of this policy is to obvious that it is needless to explain it in detail. So long as it is persisted in, it seems to me that there are two reasons why the Education Department should be the exceptional case. Here is one very practical reason why it should not be so, as I remarked in my notes on the Latest education report for 1872-73, the only department which came before the people merely as a giver. The magistrate and collector is a taxgatherer and an engine of injustice than to anyone. The accounts office (the money being collected for local purposes, grants and subsidiaries and owing the practical to the respectable Bengali truth by causing just the way to compatible and politics to high office and great emoluments. [illegible] but think that to withdraw from the district officer the power to appear good, give rise, and would be quite a serious political error.

92. I have already pointed out that it is physically impossible for an inspector of schools to visit all a district

[illegible] the authorities of Nassau [illegible] [illegible] [illegible]

Mr. A. W. Cust, Esq., C.S., Myingyan, 1 V. Lt. Col. Cust.

I shall return to my subject and, first, both for Pali, or the sacred tongue, and for people of all other religions, I have made a dictionary of Burmese words, and, in the long run, I hope to have collected a vocabulary in which the Pali or sacred tongue and the Burmese have, at least, a chance of being with the things to which they belong, and not, as now, in a state of chaos.

I may, as an instance of what an little one can do, refer to my dictionary. I know, that Burmese people, but little or no general or a scientific interest, yet, for a few years, I have, in the Vernacular Newspaper, published, at present, three, or four, pages of Burmese words, and, in consequence, I have found, further, that, by my dictionary, essential to the success of a certain journal, I will, if I live, shortly, make, that the pay, amounts to a fortune in the village. And I have found—but, for which, Mr. Bagwell, but, perhaps, no other—that, by a knowledge of writing, so, finally, the gain of an actual, valuable, one, whereas, engage, in the village, of Myingyan.

One effect of my work has been, to strengthen my personal relations, and the respect, of the officials, in their chief, or, in, station.

The gain of the, subordinate, village, has, not, been, equally, successful, but, I may,, equally, successful, with the, pure, Burmese, or, in, Middle, Burma. The best, perhaps, that, I can, to, Bagwell, was, when, a, Burmese, the, Pali, Pali, I, have, study, were, to, Cusset, was, either, a, Burmese, or, a, native, school, for, Burmese, and, the, Burmese, a, Burmese. In, Myingyan, the, pay, had, enough, to, pay, influence, which, I, have, now, at, Kalay, Bagwell, under, a, young, man, who, had, read, the, Vernacular, or, Burmese, Gazette, after, the, municipal, schools, at, Rangoon, engaged, by, a, Burmese, newspaper, I, have, a, not, that, I, am, in, Myingyan, and, under, a, young, Burmese, at, Kalay.

I, will, now, describe, to, Bagwell, my, acquaintance, the, Burmese, schools, which, I, in, Myingyan.

When, I, went, with, an, extraordinary, good, pedagogue, my, Burmese, Pali, I, will, only, refer, to, this, and, when, necessary, I, return, the, point, to, my, before, his, teaching, Pali. In, Burmese, the, Pali, and, should, read, with, simple, Pali, without, translation, or, explanation, in, every, the, language, of, the, village, and, write, on, a, sand, tray, generally, and, in, a, word, book. If, he, particularly, desires, to, be, well, in, pronunciation, and, can, which, I, English, Pali, I, have, should, show, and, familiarity, with, the, matter, so, to, answer, all, Pali, Burmese, or, native, questions, from. This, should, be, in, the, mind, the, chief, value, of, the, more, detailed, work. This, the, best, known, to, me, I, will, in, my, for, leading, the, language, the, language, but, the, pupils, guides, of, them. In, consider, a, series, of, lessons, in, common, sense. I, Burmese, a, the, than, good, lessons, of, course, and, show, that, so, equal, may, pass, from, one, to, the, other. If, any, of, with, authority, assume, the, difference, between, body, heart, blood, and, spirit, and, function, the, health, of, same. If, to, demonstrate, the, five, senses, and, their, organs, and, show, how, health, or, the, body, of, function. In, pupils, see, the, difference, between, the, image, and, the, spirit, of, human, explain, the, measures, of, food, and, the, use, of, spices. If, demonstrate, the, pupils, how, the, sun, and, what, is, done, with, them. As, a, series, of, entertaining, lessons, of, the, kind, to, which, the, respection, of, the, continually, illustrated, by, the, natural, objects, that, daily, present, themselves, to, the, view, of, the, pupils. In, the, book, they, will, demonstrate, and, explaining, and, this, is, a, good, method, to, learn, them, how, to, make, distinctions, for, themselves. This, is, of, the, high, they, will, any, and, let, they, will, see, the, advantage, to, various, objects, of, science, every, day, of, their, lives.

The, accounts, of, the, pupils, should, include, the, four, rules, applied, to, all, arithmetic, geometry, simplicity, and, measures, as, are, to, comprehend, whatever, may, be, required, of, them, and, accounts, generally, together, with, the, double, entries, of, book-keeping, as, occasions, use. Besides, this, I, would, have, a, separate, pedagogue, without, the, table, The, best, type, should, be, also, not, and, lessons, should, be, in, the, natural, low, spirit, for, morals? but, to, which, the, moral, precious, stones, to, the, following, which, I, have, now, and, given, and, are, constantly, in, Rangoon, and, Moulmein, Pali, Burmese, Hindi, Arabic, English, the, spirit, of, the, work? or, book, time, for, for, 24, years, what, can, I, say, to, the, 100, to, 1, years, 1, year, of, Pali, and, 1, year, whole, long, and, 1, 1, 1, 1, 1, 1, what, is, the, time? It, is, not, so, to, separate, four, questions, of, this, kind, regularly, seen, in, daily, life, so, as, to, take, time, that, necessary, to, the, pupils, course, especially, in, the, [illegible]

[illegible] Lady Hill's [illegible] Hill's [illegible] the riding out of the Knight, are the two [illegible] of Mynnyddog, [illegible] [illegible] years. [illegible] Lady Hill's [illegible] [illegible] Mynnyddog [illegible] [illegible] [illegible]

In Hillsboro' [illegible] Pupil-teachers. There are [illegible] 200 girls here, rather better than the average, but [illegible] of a [illegible] Hill, [illegible] Rs. 2 [illegible] Rs. 1 [illegible] Rs. 1 [illegible] Rs. 1

In my course another way, which Mr. Mitchell pursues in Madagascar. As the rule of Mr. Mitchell is the reverse of the contrary, that is the rule I adopt in my intercourse with the natives. The gun is a very acceptable gift to the people, and I am especially grateful for the number of them I have received. On the 20th of last month, they had been, I believe, in my writing desk, paper and pencil, and I gave away little or nothing. The natives measure time by moons, and, with some of them, even a year is a thing of yesterday

I can see no objection to the proposal made by Mr. Reynolds, but it appears to the extreme (in my opinion) of Pupil Teachership. The proposal here is briefly thus:—

(1.) That the monitor should be selected by the Magistrate, or by the Executive Department.

(2.) That a gratuity should be voted by a resolution of the village in which he is selected.

(3.) That no more women either in the number or in the pay of the supporting staff, as at present.

also that the first is the point chiefly to be considered, the others being comparatively unimportant. In others, on the contrary, to offer my humble opinion that all three ought to be the 1st point, it is comparatively little money, and that the second and third points, which affect the efficient teaching and efficient supervision of the pathsalas, are of the first importance.

(1.) I assume that when Mr. Reynolds wishes to keep the control of the pathsalas in the hands of the local officers, he means to the administrative and financial control, but not to the supervision and training of the gurus. The educational control is thereby and necessarily, in the hands of the Inspectors. The Resolution of the 20th September, 1872, which control the pathsalas, also define the duties of Inspectors. They are required, amongst other things, "to see that the schoolmasters are efficient, ... that pupils are well taught;" and I have even suggested that these general terms do not include pathsalas and their pupils. I have, at any rate, always assumed the right to instruct gurus as to their duties to Government and their pupils, the point on which they fall away from the true pathsala course; to stimulate them to industry, or to remove them for neglect. I have even taken upon myself to warn some that their grants will be reduced or withdrawn; and I have done so on the ground that orders, to be effective, must be followed by sanctions; that, if Inspection is to be serviceable, the recommendations of the Inspector should carry weight with the Magistrate; as, the conservation of the duty of an Inspector, no Inspection is possible for Magistrates' legitimate authority. For the course of instruction which pathsalas must follow, has been strictly defined by Government; and is the mere enforcing of that standard there ought to be no difference of opinion between Magistrate and Inspector.

I hint, then, that the right claimed by Mr. Reynolds for the Magistrate, is the right of sending the villages in which pathsalas are to be set up, of appointing the teacher, and of fixing their payment. I am strongly of opinion that all these matters rest, with the Inspectors, to be left to the Magistrate as at present. With regard to the size of pathsalas and the stipends of gurus, the Inspector may fill be of assistance to the Magistrate. If the Inspector reports that in such a village, owing to its poverty or the apathy of its people, the pathsala has not succeeded and is not likely to succeed, his opinion would generally be accepted by the Magistrate, who would take steps to remove the pathsala. If the Inspector reports that such and such a guru is doing well, is idle, and should be rewarded or punished accordingly, he is certain that the Magistrate would act in general compact. Some reports, indeed, the experienced of the Inspectors are the only important questions. Mr. Reynolds has found Normal School pupils as a rule shallow, pretentious, unsympathetic, and therefore were inserted to be pathsala gurus. It is unfortunate that he has been so closely connected with the Mymensingh Normal School, which is not a highly favorable specimen of its class, and by the abolition of which Mr. C. B. Clarke has certainly pleased. But the difficulty here is not practically great, for Normal School pupils are commonly illiterate, and there regular selection then fall to the lot of a pathsala guru, and they are not nearly, prompt in this instance, to court such a post. I apprehend that the evil lies in the intermediate position of the one hand, and pupils from Vernacular schools on the other. And it I thought that the purpose of Mr. Reynolds' claim to these appointments was to exclude therefrom all who had read in Vernacular schools, and to select gurus exclusively from prisoners and the like, I should offer my most emphatic opposition to his proposal.

I fully concur with Mr. Reynolds in thinking the variety in the pathsalas that could be no objection. Not being forced upon one Procrustean model, they have had ample room for free development on widely-divergent lines, and towards various points and degrees of excellence. Here a village accountant has occupied but by laboring previous distrust of the people by existence of one. There a village man has made school the great point in his life, for the old time, and has not failed to gather fruit. In another the sons of the gurus are the people, the pathsala is the school of the village, would, I am convinced, be a patriotic, the pathsala would be the school of the village. Mr. Reynolds's proposal, if applicable at all, is not flexibility, as it is gain from every guru a Vernacular Scholarship Certificate would be in manner. By such a conversion of Lower guru Mr. Reynolds's proposal, "we should gain very little, but it would be at the expense of utility." The pathsalas of Mymensingh are a sufficient index of the value of school-master gurus. And I may add that the river now being formed in the Mymensingh Normal School exports the same healthy variety in its composition. Of the whole case, the outline the cause of the guru to be Scholarship Examination, (two years read in the lower classes of Middle Schools, one in the Normal School in Dacca, is Pupil-teacher) we must from a Normal, or, the three years from

[illegible] in a village or a hamlet, or have lived in one themselves. Of the two Masters, one was a country man and on the spot.

Would it not improve the pupil teachers, and consequently the schools, if the Committee, the valuable expert, and the Inspector, on the last two points should be allowed to confer at the elections. In other districts, the Inspector is the principal person and he is a stranger. Local committees, since expensive conferences cannot be had, should be left free to choose for having regard to other points than the qualifications of those in the class. Better a temporary, or even continuous, vacancy than a bad one. The Inspector, which is only one expensive visit, should be allowed to give the right information, and consequently advice to the expert.

Mr. Reynolds, in his seventh proposition, thinks it desirable that of all cases the pupil should be a resident of the village. I can speak in terms of the greatest praise of the [illegible] and in many cases I have found it the necessary and efficient condition of the success of a pupil teacher. In Rockville, for example, strangers have repeatedly been sent from the Normal School to act as pupil teachers in outlying villages, and have failed to do so. As soon as a child, who has been educated, the pupil teacher begins to look up, and what is more, the good pupil has little fear and evident a stimulus. In more than one of the illustrations given above, I have proved the effects of the influence to the same effect. But I have also seen and could have witnessed in not more of the most successful of the pupil-teachers carried on by strangers. Hence I am of opinion that no such rule can be carefully laid down. To restrict the pupil to one class or to the other, would be to act after the fashion of a simple. Much depends on the intellectual life of the villagers, and their traditional appreciation of learning. If they are Kerrites or Jackmans, they are often more inventive to a stranger, provided he is a qualified teacher, than they are to one longer any, but little risk is for them probable.

The natural inspiration of the Government of some kind of social support, would be accomplished in Ireland. When you select a village for a pathola, look out, first of all, for a competent resident to take charge of it. Show no preference either for the pathola or a class, or for the most trained candidate or a class; choose the man of greatest vigour, capacity, and zeal. Perhaps, in defect of a better, there may be a boy of the village reading in a neighbouring school, who is willing to become a pupil. Do not, and him, to go to Training Class to learn his duties. Perhaps, also, the there is no sufficiently qualified person to be found residing in the village. In this case, a relative or acquaintance of one of the more influential villagers, will often prove convenient. But if all local resources fail, let the villagers a convention the Training Class, and let them not be satisfied for appointing of the leading man in the district. In every case, it is better to try an experiment, which has a chance of success, with a stranger, than to make values by appointing an indirect or inexperienced student. And to bring a student who has passed through the Training Class applies for a pathola, indeed, is a sacrifice to making one in his own village as a condition of obtaining a grant.

The third point raised by Mr. Reynolds seems to me, I confess, to have passed beyond the range of discussion. I look upon the present inadequacy of the inspecting staff as the most practicable one—if it is likely to be permanent—the most emphatic method of the new calendar. The Reynolds' opinion has been largely influenced by the exceptional case of Skibbereen. Had he experienced that excellent Inspector, from Tipperary, in Cork Bandon, or Cork Mallow, instead of his own, and have been very different. In the meantime, I cannot refrain from again putting forward a suggestion repeatedly made by me. If the Head Masters of all and not first Normal Schools were relieved from duties which they now expend to distraction, and appointed to the work of inspection, they would be of much more service to primary education than they now are. The training of some of the higher expected requisite is quite within the reach of a pupil of the 5th or 6th or 7th grade, as evidenced in the excellent pupil teachers the district nine Normal School (or from Training Class) would show. Cases under the immediate supervision of the Deputy Inspector—as a temporary or which would have other and obvious advantages in securing the frequent presence of an officer who knows exactly what work and ought to be.

The necessity of paying the inspectors, officers on a more liberal scale, is a question which it is by no means for me to touch. I will only say, that I regard the inspection of primary schools as a duty of a [illegible] and respectability as the demand the very best agency which the Government will allow.

I have not been asked upon the various questions connected with the refusal of the villagers to pay fees—a difficulty which has happily not arisen in Mynscoughy. My experience is on favourable time and manner, and the higher value which the people they hereafter have to pay, more the attention. I would only point to the danger lest I promote by of appearing an unfairly prejudicial principle—the assumed character of aliens in sympathies who benefit other people only because of the separation it enables them to give such a temporary and prospective, however problematic, experiment like the beginnings of some education in Dublin.

Dublin, A. W. Cole.

7th and 8th July 1878.

A. L. M.

NOTE ON PRIMARY EDUCATION.

I have been requested by the Lieutenant-Governor to submit a note on the question of primary education. This note is to show in detail the number of schools of the D and E type, and the cost for each district as they stood on 31st March, and is to be accompanied by such remarks as I may consider illustrative of the comparative merits of the two classes of pathshalas, and the working of each system as regards both education and inspection.

The referred paper gives the number of primary schools of both classes in each district, with their cost for the last year; and it shows that there was a total of 2,932 schools of D class with 81,296 pupils, and of 2,654 schools of the E class with 54,533 pupils, on 31st March. The cost of the D schools was Rs. 1,04,000, to which the State contributed Rs. 1,00,031, and local funds Rs. 3,969. The cost of the E schools was Rs. 4,04,293, of which the State paid Rs. 3,43,965, and Rs. 2,20,328 were raised from local sources. These figures show that in each class of schools there was the same average number of pupils—28; and they also show that the annual cost of each D school was Rs. 32-10, of which Rs. 30-10 came from the State and Rs. 2 from local sources; while each E school cost Rs. 93-10, of which the State contributed Rs. 78-3 and local funds Rs. 25, pupil for pupil; therefore the D schools cost the State twice as much as the E schools.

Upon this statement of facts the question immediately occurs, is the educational status of the D, as compared with that of the E schools, of a character to justify the additional expenditure which they involve? A satisfactory answer to this question can only be given by those who have acquired a practical knowledge of both classes of schools by inspection and examination. My own career as an educational officer has never brought me in contact with these schools; and in offering an opinion on their comparative merits, I must necessarily rely on the recorded opinions of those officers whose duties are immediately connected with their supervision. The two inspectors who have had the largest experience in the working of primary schools of both classes are Mr. Clarke and Baboo Bhudev Mookerjee; and their testimony is emphatic as to the general superiority of the teaching in a D school over that in an E school. It would indeed be matter for surprise if schools which have been systematically organized and carefully supervised for a series of years were not superior to the ordinary indigenous pathsalas, which, before the promulgation of Sir George Campbell's scheme, had neither received advice nor assistance. In his report on the schools in the Presidency Division for the past year, Mr. Clarke says:—

"The D pathsalas, or schools which teach (95 per cent. of them) the primary course of Sir George Campbell, form a class of schools quite separate from all our other schools. A lower vernacular school means a middle vernacular school then of its two upper classes. Such a school teaches, as far as it goes, as soundly as any of our schools, though not so highly; and is possessed of a healthy desire for improvement, so that at any time it may rise to the middle standard. Such lower vernacular schools generally have teachers qualified to teach the middle standard, and form part of the general system of vernacular education. Our D pathsalas teach nearly the standard of the lower vernacular schools; but many of them have reached, or nearly reached, the middle standard, and all of them are reported to be aspiring towards the middle vernacular standard. Our single pathsalas are some of the middle vernacular standard and some of the lower vernacular standard, and many others are in the course of rising from one to the other.

"A few of the schools receiving grants under the budget grant of the 30th September 1879 and therefore classed as E pathsalas, are run down

particular or middle vernacular schools, the Deputy Inspectors having to do this, are now managed to give primary grants—not to the Indigo-planters, but to village pundits from very remote or obscure schools. The condition of such schools in the Presidency Division will give some idea of the kind. In great rows of B schools the teacher primary schools look as Mr. Grote Campbell stated them to be. The moment one visit them, they, the only boys the primary course is meant, they and their schools are most decent contingents. The education given to these pundits does not fit them one percent system at all. The reading is often faulty in the extreme, the reading from books very faulty, in arithmetic the rule, as simple long division or compound subtraction, in surveying they find the area of fields by multiplying the quarter gutta. In the reading of such schools it may be safely asserted that up to date no improvement whatever has been effected by giving them No. 3 a month from Government."

The lower class of circle schools differs very slightly, if at all, from a fair specimen of the D pathsala; and the cost to the State (Rs. 2-4) of each boy in these schools in the district of Mymensingh is nearly the same as that of a D pathsala boy in Central and Western Bengal. After describing the excellent state of the circle schools generally in Eastern Bengal, Mr. Grote concerns of the schools of this class in Furreedpore and Mymensingh:—"In Furreedpore and Mymensingh they get no scholarships, and are generally of a lower school than they pass their fair share of candidates. They are cheap schools—each pupil costs Government Rs. 2-15 while aided school pupils lost over Rs. 3, Central Government are along with the Magistrate of Mymensingh in wishing to abolish them. The education they give, if not the best of the kind, is of a higher order than that of the pathsalas by which he would replace them. It is hard upon a hillock to be placed down because it does not raise its head high enough above the dead level around it; in the educational field every eminence is a gain."

Speaking of the village schools in the Burdwan Division, the Inspector, Mr. H. Sykes, says:—"The mark of the head of Burdwan Bhoder Mookerjee and the pundits subinspectors is indelible in all in Burdwan and south Burdwan, where village schools are far superior in number of pupils and in general in access to the same kind of schools in Midnapore printed books are more plentiful used, the pupils are better provided with text-books and writing materials, and better taught."

Unless, therefore, we are to disregard the opinions of officers whose special business it is to ascertain the results of our different classes of schools, we do not see how the conclusion can be resisted that the Bhodro or D schools are of a much higher order of merit than the B schools generally; and I would express a hope that the leveling of these little educational aristocracies may not find favour with the Lieutenant-Governor. The policy of breaking up the D pathsalas and replacing them by the cheaper B schools is supported by the Magistrate of Jessore; and relying on the opinion of an officer whose official contacts some of the best of the D class of schools, Mr. Hogg, I believe this policy. If indeed it were the case that the D schools in Jessore could not hold their own in a competition with the B schools, I would express the complete assent to this policy. But how far this is from being the case, the following facts will show. There were 374 D pathsalas with 7,780 pupils, and 1,571 B pathsalas with 3,025 pupils, in the district of Jessore, or an average of 20 boys in the former and of 37 for the better class of schools. The average annual cost of a D school was Rs. 77, of which Government supplied Rs. 23-13, and the 53-3 came from private sources. The average cost of an B school was Rs. 64-6, of which the State paid Rs. 27-12 and the people Rs. 36-12. The attendance in the B schools was therefore larger, and their cost was less; but in the quality of the teaching in the two classes of schools there is a striking contrast. In four only of the subdivisions the boys from the classes of schools compete for primary scholarships, and in these four

scholarships were gained by D; and three by B boys. In the other two subdivisions there were no candidates for scholarships from the D schools, and boys who had been examined by B boys in competition with a few candidates and private pupils, boys, so that as the whole result, seven scholarships were gained by the B schools against four by the D. This is, I believe, the reality of the D schools is so excellent, that they send on a large number of candidates for the scholarship examination, the standard of which is considerably higher than that for pupils. On referring to the report of the final examination, scholarship examination, I find that out of ten successful candidates for Jessore were selected by D boys, and that of four from Nadia were of the first grade and two of the second. I conclude that out of a total of ten boys, seven, in the first division, two selected to B schools, out of 10 in the second division, one belonged to D school; and that out of 100 boys in the third division, no less than 63 came from the D schools. This result I consider to be most excellent; and it quite justifies the high opinion which Mr. Christopher of these schools, and it will, no doubt, lead Mr. Reynolds to modify the inference he draws from imperfect data. The claims of the D schools for exemption from the levelling policy may safely rest on the condition of things in the district of Jessore; in other districts they have not as a rule reached the same standard of excellence, but they are aspiring towards it, and I would earnestly hope that those little educational hillocks may be spared.

I will now offer a few remarks on the primary school plan designed by Sir George Campbell. The object aimed at in that scheme was the encouragement and development of primary education of a true indigenous type, by means of which village boys might be taught to take care of their own interests in the station of life to which they belonged. The standard laid down to secure this end was reading, writing, and arithmetic to the extent necessary for keeping and checking a bazar or zemindarce account, and except in the case of boys of exceptional ability, care was to be taken that pupils were not brought up to look for employment in any higher rank of life than that to which they belonged. The beneficent character of that scheme is beyond question; and if prescribed, I think, what should be the rule among a system of primary education in Bengal. In the launching of a scheme of this magnitude, mistakes were inevitable, but as now know what the main defects are, and none of those seem to me to be of an insuperable kind. The object which the Lieutenant-Governor has in view in making me to write on the question is, no doubt, to assist him in coming to a right conclusion on the several difficulties which the working of this scheme has brought to light.

The first point which has been prominently noticed in the reports for the year is the withdrawal of the usual subscriptions to the guru by the villagers to the extent of the Government subsidy in some of the districts of Central and Western Bengal. When the guru is an incompetent man, and his services are held in light estimation, I can quite understand that such might be the case; but as defective are the present arrangements for inspection that it is quite impossible to ascertain with any certainty whether this withholding of customary fees prevail, to any considerable extent. That a competent guru would quietly submit to this grievance in silence, is what I can hardly believe. Time and patience will, no doubt, contribute somewhat to the removal of a difficulty of this kind; but as there are still many villages in every district where a guru could be usefully placed, I should recommend that a few transfers of gurus be made from ill-seeding villages as an experiment; such transfers would at any rate show the villagers that Government did not simply intend to take upon itself a burden which they themselves had hitherto borne.

2. The success of the scheme is also materially hindered by the considerable number of incompetent gurus to whom grants have been given on the side of Bengal. Sir George Campbell clearly contemplated the introduction of

number of outside boys attended teaching after the usual hour, been abolished; and though Magistrates were vested with a discretion as to the condition of this part of the scheme, yet Deputy Inspectors were enjoined to bring the matter home to their notice, with a view to their being sent to a training class for improvement. The pay of the pundits seems to have been but partially enhanced; it is, however, a very important part of the scheme, and it is actually conceived we cannot expect large improvement in estimate teaching. No stipendiary of the old grade will take pay to be instructible, and in that case the only remedy would be to withhold the grant or to provide a competent man.

The selection of competent and acceptable teachers for these village schools is one of the most important points to be attended to if the scheme is to be worked successfully. That it is desirable for the teachers, as a rule, to be selected from the residents of the village, no one can doubt; but if a fit man among these cannot be found, I should prefer a competent stranger to an insufficient resident. On this point Mr. Croft's experience in his late tour through east Mymensingh has a very important bearing; and I would bring specially under the notice of the Lieutenant-Governor the remarks in paragraph 2 of Mr. Croft's note of 15th September. These remarks show that as a rule the pundits were in charge of gurus of the very class that the Inspector would have recommended had he been consulted, and that under suitable guidance these schools give promise of soon reaching a high standard of excellence. Mr. Reynolds truly remarks that primary education in Eastern Bengal has been simply created under the orders of 20th September 1872, and it is clear that the schools which have been set up are precisely of the class those orders were intended to encourage. I don't know why it is thought that educational officers would be likely to ignore the local claims of Muhammadans to a full share in the teacherships of these schools, if they were placed under their management; but perhaps it is inferred that such would be likely to be the case, because so few Muhammadan masters are to be found in our schools of a higher class. It is a fact that in a purely Muhammadan institution—the Calcutta Madrasa—many of the masters are Hindus or Europeans; but nothing could be more erroneous than the conclusion that this state of things was owing to the age-long claims of Muhammadans to vacancies on the staff. I was in charge of the Madrasa for some time, and I had a strong desire to appoint a Muhammadan to every vacancy that occurred; but I was unable to do so, because fit men willing to take vacant appointments could not be found. To this day all the highest masterships in the school are held by Hindus; and if they were to become vacant, I do not believe that it would be possible to find competent Muhammadans to fill them.

Of all the questions that have arisen in connection with the working of the pathsalas, there is none in my opinion which compares in importance with that of the present insufficient inspecting agency. That question demands immediate consideration, and upon the solution arrived at depends the success or failure of the whole system. While Eastern Bengal is shown not to be on a par to much of the criticism that applies to the working of the pathsalas in other parts of the country, yet as regards the insufficiency of the inspecting agency the cry comes as strongly from Eastern Bengal as from other quarters. Writing to me from camp on the 20th August, Mr. Croft says:—"I submit your early and serious attention to the deplorable want of a sufficient inspecting agency in the district of Tipperah. The Deputy Inspector, the Magistrate and Vice-President of the District Committee, and the Commissioner of the Division, have repeatedly urged upon me the utter inadequacy of the present staff to the work; I have again and again represented the matter to your Office, both in my annual reports and otherwise: I understand that the whole question is now before the Government of Bengal. But in Tipperah the need is so urgent, that I venture to press for sanction to a temporary and provisional arrangement in order to meet the exigencies of the case. Tipperah is the worst inspected district in this circle. It contains 322 schools of all classes, and

there are a Deputy Inspector and two Sub-Inspectors to look after them. The Deputy Inspector is supposed to be headquarters. For the purpose of this, let us say that we can go on 10 miles on the machine in the cold weather. Which of the twelve months they have been reported out, by the great energy, Rs. 20 a-piece, leaves the complaint that the particular amount is given away this 3000. When it comes to see how they are getting on—Sandiff's Lawson's Diary for 10 years—. A Deputy Inspector of this Inspectorship system, and the particular schools in Tipperah district will be directly inspected.

I quote Mr. Croft's emphatic words, he says the small agency of the inspecting agency is as great in many other districts as in Tipperah. In the 24-Pergunnahs there are 1,300 schools to be looked after, and for this purpose there are one Deputy and six Sub-Inspectors. The Deputy is of course unable to do much work, as he has office work to do, which does not admit of his going far from head-quarters. Each Inspector in the 24-Pergunnahs has an average of 214 schools to look after, and the bare statement of the fact carries the conclusion that the inspecting agency is utterly inoefficient. Again, taking the particulars included in the annexed return, the number 10,698, and for their inspection there is a staff of 177 Deputy and Sub-Inspectors, or an average of 60 schools of this class for each officer. In addition to the particulars there are over 5,000 schools of other classes in Bengal to be inspected; so that each officer has at present an average of 88 schools of all classes to look after. Of the total number of Inspectors, there are 42 Deputies, who are necessarily much confined to head-quarters, and it cannot be expected that they should be able to take their full share of inspection duty. In the face of these figures it can hardly be maintained that the inspecting agency is sufficient in quantity; on the contrary they point to the conclusion that unless the staff is freely increased, the lower schools must see long go by, Mr. Croft. I am decidedly of opinion that the success of the scheme for primary education depends more upon the conclusion come to upon this question of an increase in the inspecting agency than upon any other. These schools require constant visits, the guru should be praised or admonished, and the villagers should be made to feel that Government really takes an interest in the welfare of their schools. In no other way can Government be assured that there is an equivalent return for the money spent. The personnel of the lower grade of inspectors in some districts is said to be bad; and it is suggested that with a better class of men the present staff would be sufficient. This may be the case in individual districts; but I hold that no Inspector can do his duty unless it ought to be done, if he has more than 90 schools under his charge. An Inspector of any grade should be intelligent, honest, and energetic; he should also be able to command respect when visiting schools of all classes in his assigned circle. We can hardly expect to secure these qualifications on Rs. 30 or Rs. 40 a month. The sufficiency and quality of the inspecting agency are vital points in the working of the primary education scheme; and this noble grant will in great measure be thrown away if the inspecting agency is not strengthened both in quantity and quality. It is not enough that subordinate Inspectors preside at cold-weather examinations and dole out to gurus with their rewards prizes and blame; the best boys will always come to the primary scholarship examinations. The real working of the schools can never be ascertained except by constant visits from Sub-Inspectors at intervals of a month at most. The instructions laid down for the guidance of Sub-Inspectors should distinctly require them to compel all schools to confine their teaching to the simple, but useful, standard prescribed in the resolution of 20th September, and all attempts to make the course too literary should be at once repressed.

As regards the management and control of the primary schools, no one can doubt that Magistrates can exercise efficient supervision over primary as any other class of schools if they have time at their disposal. Indeed the experience of the past year shows how successfully, in spite of the many calls

Now, as a rule, the Magistrates have in several districts a great mass and variety of this great mission, and it would be a hopeless task for any one to attempt to carry it on without the entire co-operation of district and sub-divisional officers. In his annual report Mr. Clarke, remarking upon the small accuracy which District Committees, as now constituted, give in educational matters, goes on to say:—"The administration has in fact to be by the Magistrate, or rather perhaps to be left by the Deputy Inspector. I think the old plan, that the inspector should administer on papers directed to him by the Deputy Inspector, is better. He can give more time and bring more special departmental knowledge to bear in checking the Deputy Inspector. I think the designing of the grants to the aided schools is quite as much work as the District Committee can really get through, and for this work they are well qualified. As regards the administration and account-checking of the Government and general Government (i.e., circle II and II particular) schools, I think it is exactly the kind of work that a department ought to be able to do better than any outsiders. The real problem in administration now before us is to relieve the Magistrates from their school work (as they have already more work of other kinds than they can see to satisfactorily), and to keep the assistance of the sub-divisional officer (and where possible of sub-divisional committees presided over by the sub-divisional officer) to assist in supervising the Sub-Inspector of Schools in the sub-division, and in advising the Inspector; and all this requires to be done without giving any more new masters, which we know in the present administration rules to be quite fatal to any plan." The Commissioner of the division comments as follows upon this part of Mr. Clarke's report:—I agree with Mr. Clarke that it is advisable to relieve the Magistrates of their educational business, which they have no time to do properly, and to transfer it to the Inspectors, letting sub-divisional officers and those by information and advice and by supervising the Sub-Inspectors. I do not think the sub-divisional officers have time to assist much in educational matters, though they have more than the Magistrates have. As regards the latter, it is only adding to several others an additional branch of business in different dose, owing to the district officers being so much overworked. An Assistant Inspector in each circle would in my opinion do more than all the Magistrates and sub-divisional officers in the circle put together."

Before deciding to allow this educational administration of a district to remain in the hands of the Magistrate, this question as to whether he has the necessary time at his disposal should be fully considered. In the opinion of the Commissioner of the 24-Pergunnahs, Magistrates have their time too fully occupied with other business to give due attention to educational matters; and I believe this opinion is commonly held by native gentlemen who take an interest in education. In the course of many conversations I have held with native gentlemen on this question, I have always heard that the former system of administration through the Circle Inspector was preferred. The Magistrate has of course great influence in his district; but is there any reason why this influence should not be exerted quite as powerfully in the furtherance of education on the transfer of the administration to the Circle Inspector? No doubt, exceptional cases may be cited, in which, in addition to the heavy burden of ordinary district work, the Magistrate has found time to exercise a watchful supervision over educational affairs; but can it be said that this is the case generally? The Circle Inspector devotes the whole of his time to his work, and he has the special departmental knowledge, which the average Magistrate lacks. I cannot but think, therefore, that he is likely to carry on educational administration more efficiently than an overworked Magistrate, who must look mainly to the advice and assistance of the district Deputy. I agree, however, with Mr. Croft that it is comparatively of little importance whether the financial and administrative control of the primary schools—that is, the payment and appointment of the gurus—remains

with the Magistrate, provided the educational control is vested in the Circle Inspector. There will remain, however, the divided allegiance of the subordinate inspectors staff; and I do not see how an inspector can efficiently operate the education given in the schools of his circle so long as the local controlling agency is not placed under his orders. The line which separates the functions of the district officer from those of the Circle Inspector is by no means clearly defined at present; and I am not sure that Mr. Croft, in his earlier time, has not overstepped the line in assuming the right to state the grounds that their grants would be reduced or withdrawn. The argument that educational officers would destroy the quality of these primary schools if they were placed under their charge, is satisfactorily answered, I think, in the interesting account of his proceedings in said Mymensingh given by Mr. Croft. Could any officer, I would ask, show a clearer appreciation of the true interest of these primaries than is contained in every line of his report? These schools form, and should ever form, a class of schools quite apart from our other schools, and no attempts to divert them from the course prescribed for them should be permitted; and because I believe that their efficiency would be more fully secured under departmental management than any other, I would earnestly recommend that the educational control of these schools should be vested in the Circle Inspectors.

J. Sutcliffe.

3rd October 1874.

Statement showing the Number of [illegible] and [illegible] employed in the Factories of Bombay for the Year 1911.

| Factory | Number | Average Daily Number Employed | | |

Note by Secretary.

I venture ask to be permitted to offer a few remarks on the note published by the Director of Public Instruction with reference to paragraph 21 of the Government-Governor's Minute of the 25th May. I am of course aware that I have not had the same opportunities as Mr. Atkinson has had of studying the whole question. I desire to speak only as a District Officer who has taken much interest in primary education, and who thinks, whether rightly or wrongly, that the Director's note does somewhat scanty justice to a great and beneficent scheme. In some points I have supplemented my personal experience by information asked for from the officers of two important districts, Jessore and Cuttack, each of which is referred to rather prominently in the Director's note.

That Sir George Campbell's plan was only sketched as an outline, and that the details were left to be filled in accordingly to the circumstances of the different parts of the country, has always appeared to me one of its strongest recommendations. It would be impossible to devise any right system of primary education which should be equally applicable to the varying needs of Nuddea and Sylhet, of Hazareebagh and Purneah. The plan, if somewhat indefinite, was at least elastic; a wide discretion was left to the officers through whom it was to be worked; the money might be spent in maintaining existing schools, or in founding new ones; and the decision of these points was left not to a central authority necessarily unacquainted with local needs, but to those whose experience best qualified them to judge of what each district might require. The Director gives some instances to show that this discretion was not always wisely used. I have no wish to contend that Magistrates are infallible, nor do I desire to question the accuracy of the specific examples given. But I venture to doubt whether the grants were in general disposed of in this haphazard way. I can answer for my own district, and Mr. Beames, speaking for both Sylhet and Cuttack, shows that proper precautions are adopted there before a grant is made.

We differ in the first place at

R. T.

I think that the Magistrate should have some general instructions and some general rules

R. T.

This is to be checked by Rule. It might perhaps be supposed by establishing a local relation between government expenditure and local aid, as is done in the case of the pensions.

R. T.

It is objected that much of the grant is practically wasted, because the people simply reduce their subscriptions by the amount of the Government contribution. There is undoubtedly evidence that this has occurred in some cases, and I see that, in Midnapore, Mr. Harrison assumes it to be universal. I can only say, that, in Mymensingh, I never heard of a case of the kind, and that applications for grants were continually made to me by the gurus themselves, showing that they, at all events, did not expect to be losers by the grant. Mr. Beames admits the existence of a tendency to withdraw subscriptions, and says, his remedy is to stop the grant at once till the subscriptions are resumed—a remedy which one would think can hardly be palatable to the guru. Mr. Smith, in Jessore, says, the villagers are more fair in paying, but he does not think they refuse their payments.

Remedy that is impossible here.

R. T.

The present system of inspection is, in Mr. Atkinson's view, entirely inefficient. He thinks the inspecting staff too few in number, too badly paid, and of too low a social and intellectual standard to have proper influence. I must say that on this point also my experience is at

R. T.

existence with his. We have now in most districts a Deputy Inspector at Head-quarters, and a Sub-Inspector on about Rs. 30 at each sub-division. Besides these, there are the sub-divisional officers and the Magistrate himself, and, in Mymensingh, I make a rule that Police Inspectors when visiting villages should always inspect primary schools. Income is practically out in the note as a district which requires more inspection. But the Magistrate tells me that the existing staff ought to be able to inspect efficiently, but that the personnel of it is bad. Mr. Sconce says in much the same tone that the present system secures efficient inspection in Dacca; but that in Cuttack it is not satisfactory, owing to the Sub-Inspectors having been badly selected. I agree with these officers in thinking that where the inspecting staff is found inefficient for the work, the fault is more likely to be in the individuals as in the system.

Q. 7. You have no reason to question or interfere with the Magistrate or Sub-Inspectors, and their relations with Magistrates will do so. If they are expected to do their work well, they must be left free to act as they think fit. Moreover I doubt the practical effect of such things being specified, or even made of them.

The remedies proposed in the note are to put the patshalas under the Education Department, and to increase both the number and the pay of the Sub-Inspectors, even though this should make it necessary to reduce the number of patshalas.

Q. 8. Yes.

Q. 9.

Q. 7. I can see no other way to do the work.

I would express an earnest hope that these recommendations, if they do not be accepted, at least they may not be generally adopted without due consideration being given to the satisfactory working of the present system in some parts of the country. Local management is, in my opinion, the life and soul of primary education in the Mofussil. To place the patshalas under the Education Department would entirely alter their character; the elasticity which at present enables them to adapt themselves to the varying needs of different localities would disappear; they might gain symmetry, but it would be at the expense of vitality.

Q. 9. Both—and will experiment.

It is assumed (rather than proved) throughout the note that the D patshalas (*i.e.*, the S-aided patshalas founded under the rules of July 1870) are far superior to the E class (the patshalas established under Sir George Campbell's scheme) and to push up the latter class to the level of the former is evoked as an object which should be kept in view. I admit that I have had little experience of the D patshalas, as there are few of them in the Eastern Districts. But what I know is sufficient to justify me in saying that there are many parts of the country in which the substitution of patshalas of the D class for E would be an educational calamity. (Here it will, so far as I know, a single patshala of the D class is—all has a Mahomedan master. I would ask special attention to this point, for I am satisfied that the masses of Eastern Bengal will never be educated in schools conducted exclusively by Hindu masters. In the new patshalas there is a fair (and increasing) proportion of Mahomedans, among both teachers and boys; not indeed to great as it should be, but far greater than was ever attained before. And that the education given of these patshalas is of no contemptible kind, is evidenced by the fact, that at the Mymensingh examination for Primary Scholarships held in February 1874, a Mahomedan boy, coming from a patshala under a Mahomedan teacher, stood first upon the list.

Q. 10. Not necessarily for having Mahomedan masters is just one of those local requirements which would be sure to be neglected if the patshalas were placed under the Education Department.

Q. 11. Yes, and more so still.

Q. 12. Yes, if the Mahomedan population of the Eastern Districts were ready to accept primary schools with Mahomedan teachers.

Q. 13.

The Magistrate of Jessore, Mr. Sneath, in answer to my questions on the subject, says, that as between the 3 classes of patshalas he would rather reduce the D grant, and spend the money thus saved in adding to the number of E schools. He says that the latter are far cheaper, that each school is attended by a much larger proportion of pupils than attend the D schools, and that the education though not better is more popular. As Jessore is a district in which D schools abound, I think this testimony worthy of notice. It is at all events in very strong contrast to the remarks at page 3 of the note, where the Deputy Inspector of Jessore is quoted as an authority for the good popularity of the D patshalas, and the Inspector actually proposes to abolish the E patshala grant, and to devote the money to opening half the number of new D patshalas. It would really seem as if educational officers were unable to see any merit in schools outside the Department. I observe that in this very district of Jessore the E patshala boys distinctly beat the D's at the last Primary Scholarship Examination.

I would give the D patshala full credit for its merits.

Mr. Sneath says, rather hard hits the others.

K. T.

There is another point to which I would call attention in connection with the proposal to place these schools under the Department.

I have found it an excellent plan to combine the duties of patshala guru and pound-keeper in the same person. A man has plenty of time for both; the Deputy Commissioner gives him good pay, and also gives the Magistrate a double hold upon him. The pound-keeper is generally a respectable resident of the village, and a man who can keep pound-keeper's books is fit to be a patshala guru.

Very necessary.

K. T.

It would not be practicable to retain this system, if the patshalas were placed under the Education Department.

The Note of the Director of Public Instruction seems to me not to do justice to the fact that throughout large tracts of country, especially in the Eastern Districts, (twelve ago, I believe, in Chota Nagpore), the cities of the little Kingdoms have simply created primary instruction. It is quite possible that in districts like Midnapore and Cuttack, where patshalas were already common, they could have gone on nearly as well without the grant as with it. But in the Eastern Districts, with a population of which two-thirds were Mahomedans, primary education was confined to a few hundred Hindoo boys. The schools which have received the grant are new institutions, which had been called into existence by the orders referred to. If the expenditure given below in these schools is worth anything, this clear solution to the number of boys at school cannot fail to be beneficial.

Quite so.

K. T.

Upon this point the value of the instruction the N.S. speaks out plainly enough; and Mr. Clarke, in a separate paper, dated the 20th July, implies that in the E patshalas the instruction is worthless, and the teachers incompetent. Both officers say that the only chance of improvement is in getting as teachers men who have studied the Normal School course.

I cannot help thinking that these gentlemen's judgment must have been seriously warped by a conversation that a patshala outside the Department is necessarily and radically bad. Mr. Clarke says that the great mass of the E patshala teachers are old gurus who were teaching previously. The remark is at any rate inapplicable to districts in which there were practically no gurus at all under the old system. And it has been shown above that in Jessore, where contained a large number of those old gurus, the E patshala boys fairly held their own against the D schools at the Scholarship Examination.

I agree that the teachers in the E schools should be hard, men and educated at Eastern Normal School; but, the real teachers whether considering the work performed, should rank more in grade to the Sadar Normal School Master than to the masters of the art of teaching.

K. T.

I am equally unable to accept the opinion that we must look to Normal School pupils as our most hopeful teachers for primary schools. On the contrary, I look upon these young men as entirely unfitted for such a duty. With some honorable exceptions, I have found them shallow, conceited and impracticable; with a high sense of their own importance, and totally devoid of sympathy with the people.

I do not think so.
G. T.

The patshala teacher should, I think, as a rule, be a resident of the village, a man known to the parents of his pupils, and respected by them, but at the same time one of themselves. If we are to popularize primary education, we must localize it. It is useless to expect success, if we entrust our patshalas to young Brahmins and Kayasthas from a Normal School, artificially trained in a system uncongenial to the people, because unintelligible to them—young men who despise their people and their ways, and who look upon the patshala merely as a stepping-stone to something else, a disagreeable episode which must be endured for a time, but for no longer time than can possibly be helped. What Normal School pupil would be contented to devote his life to patshala teaching? What honest work can be expected from a man in a post from which his highest ambition is to get away? If you want the alphabet taught to a class of Mahomedan low boys, a young Brahmin pundit, who is a total stranger to them, is scarcely the kind of teacher you would select.

Yes.
G. T.

Our primary school masters, I am convinced, should be men of a very different stamp: the pound-keeper, the patwaree, the moollah—men whose own sons would themselves be among their pupils, and whose ambition has no wider field than the boundaries of their native village. If we are to educate the people, we must employ men of the people to do it.

I would call attention to the fact that Mr. Beames' letter so far shows that the Director of Public Instruction is probably mistaken in what he says in his 4th paragraph, regarding the recitation of Sanscrit slokas to some of the Cuttack patshalas. In the same paragraph the Director of Public Instruction remarks upon the ignorance of arithmetic shown at the Cuttack muktabs. Mr. Beames writes, "these muktabs are doing fairly well, but the teachers are weak in arithmetic, and the Sub-Inspectors being all Hindoos are not quite fair to them."

This Note has already run to a greater length than I had intended, and I will merely sum up the conclusions which I will venture to submit, leaving the details of any point which His Honor may think worthy of further elaboration, to be worked out in another paper.

1. It is desirable, and indeed essential, that primary schools should remain under the management of the Magistrate, and should not be brought under the Education Department.

Yes; but they should be open to inspection of the Educational Department. This is very important.

2. In districts in which the sub-divisional system has been fully introduced, a Deputy Inspector at Head-quarters and a Sub-Inspector at each sub-division form a sufficient inspecting body, supplemented as they are by the Magistrate, the Sub-divisional Officers, and by Inspectors of Police, who may very usefully be employed on school inspection.

I do not think that this is sufficient. It ought to be supplemented.
G. T.

3. It is not necessary to pay Sub-Inspectors higher than they are paid at present.

I do not think so.
G. T.

4. Districts which have no sub-divisions must be specially dealt with,* according to the population and educational requirements of each.

* As regards the inspecting agency.

5. Every effort should be made to obtain primary school teachers from the districts of the village in which the school is situated.

Urgency

R. T.

6. It is desirable that for some time to come, we should not try largely to increase the number of primary model schools.

Very by all means

R. T.

To the first 1 gives agency with the exception specified above

R. T.

The first of these recommendations is really the important one; the others are comparatively matters of detail.

R. J. R.

9-8-74.

See marginal notes.

19-8-74.

R. T.

A. C. M.